

Table of Contents

Assignment Calendar	1
Learning Styles Study Strategies.....	3
Note-Taking Scoring Checklist	5
Common Note-Taking Abbreviations and Symbols.....	6
Cornell Note-Taking Basics	7
Sample Cornell Notes	8
Cornell Notes Worksheet #1	9
Cornell Notes Worksheet #2	11
Cornell Notes Worksheet #3	13
Cornell Notes Worksheet #4	15
SQ3R Worksheet #1.....	17
SQ3R Worksheet #2.....	19
SQ3R Worksheet #3.....	21
Chapter 2: “Using Context Clues” Cornell Notes.....	23
Vocabulary Chart #1	25
Vocabulary Chart #2	27
Annotating Basics	29
Summary Basics	31
Avoiding “I” and “You” Statements in Academic Writing	33
Chunking Basics	35
Chunking Worksheet	37
Key Words to Find Main Ideas and Supporting Details.....	39
Outlines and Concept Maps	41
Concept Map Types	42
Library Skills Activity	43
Quotations or Italics?	45
The Art of Quoting.....	47
Basics of Library of Congress Call Numbers	49
Practice with Call Numbers	51
Library Skills Quiz Study Guide	53
Literary Devices Cornell Notes	55
Plot Map	59
Plot Map #1	61

Plot Map #2	63
Plot Map #3	65
Plot Map #4	67
Figurative Language Cornell Notes.....	69
Figurative Language Worksheet.....	71
Questioning: Literal, Inferential, and Critical Thinking.....	73
Questioning Worksheet #1.....	75
Questioning Worksheet #2.....	77
Questioning Worksheet #3.....	79
Questioning Worksheet #4.....	81
“The Road Not Taken”	83
<i>True Notebooks</i> Anticipation Guide	85
Literature Circles.....	87
<i>True Notebooks</i> Literature Circle.....	89
Could You Pass the U.S. Citizenship Test?	99
<i>They Poured Fire on Us from the Sky</i> Pre-Reading Guide.....	101
<i>They Poured Fire on Us from the Sky</i> Anticipation Guide.....	103
Extra Credit Interview.....	105
<i>They Poured Fire on Us from the Sky</i> Literature Circle.....	107
Analyze an Argument Worksheet #1.....	117
Analyze an Argument Worksheet #2.....	119
Analyze an Argument Worksheet #3.....	121
Could Your Child Have Too Much Self-Esteem?.....	123
A Whisper of AIDS.....	125
Evaluating Web Information	129
The 5 W’s of Website Evaluation.....	130
Website Evaluation Activity.....	131
Role Model Project	133
Role Model Project—Project Resources	134
Role Model Project—Book Worksheet	135
Role Model Project—Periodical Worksheet.....	137
Role Model Project—Website Worksheet	139
Role Model Project—Report Requirements.....	141
Role Model Project—Self-Scoring Checklist.....	143
Role Model Project—Scoring Sheet	145

Contemporary Issue Project 147
Contemporary Issue Project—Tips for Choosing an Issue 148
Contemporary Issue Project—Approved Issues..... 149
Contemporary Issue Project—Website Evaluation Activity..... 153
Contemporary Issue Project—Essay Requirements..... 155
Contemporary Issue Project—Self-Scoring Checklist..... 157
Contemporary Issue Project—Scoring Sheet 159
ACDV B61 Practice Final Exam..... 161

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Learning Styles Study Strategies

Label each study strategy below with the learning style for which it is best suited. Some strategies might work well for more than one learning style!

- _____ Join a study group or study with a partner.
- _____ Copy down diagrams, graphs and charts into your notes.
- _____ Read while pacing, standing, or bouncing a ball.
- _____ Underline and highlight important information in your textbook.
- _____ Attend workshops.
- _____ Sit in the front of the classroom.
- _____ Rewrite concepts in your own words.
- _____ Use different colored ink and highlighters.
- _____ Study in short blocks (30 minutes at a time instead of a couple hours) or take frequent breaks.
- _____ Ask lots of questions in class.
- _____ Study in an area that is free of distractions.
- _____ Write words in the air with your finger.
- _____ Read instructions aloud.
- _____ Use computer programs/websites.
- _____ Discuss material outside of class with your instructor and classmates.
- _____ Copy definitions onto flash cards.
- _____ Write in the margins of your textbook.
- _____ After reading something, close your eyes and try to picture the information.
- _____ Go on field trips if possible.
- _____ Decorate your study area and keep it neat.
- _____ Copy your notes from reading and lecture.
- _____ Practice answering questions aloud.
- _____ Use a tape recorder.
- _____ Make an outline before writing a paper.
- _____ Write information on post-it notes and place them where they are visible.
- _____ Read your notes and textbook aloud.
- _____ Use rhymes, songs, and acronyms to memorize information.
- _____ Make lists of information

<p>V = visual A = aural R = reading/writing K = kinesthetic</p>

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Note-Taking Scoring Checklist

Refer to this checklist when taking notes to ensure that you receive full credit on your assignment.

Paraphrasing

- Records ideas as key words and phrases (No complete sentences.)
- Abbreviations and symbols used appropriately

Organization

- Writing is legible
- Includes a title
- Includes a date
- Includes headings
- Includes blank space between topics
- Includes bullet points that are consistent in style and formatting
- Includes underlining/highlighting/different colored ink

Content

- Includes all main points
- Includes relevant examples
- Does not include unimportant information

Cornell Notes (when assigned)

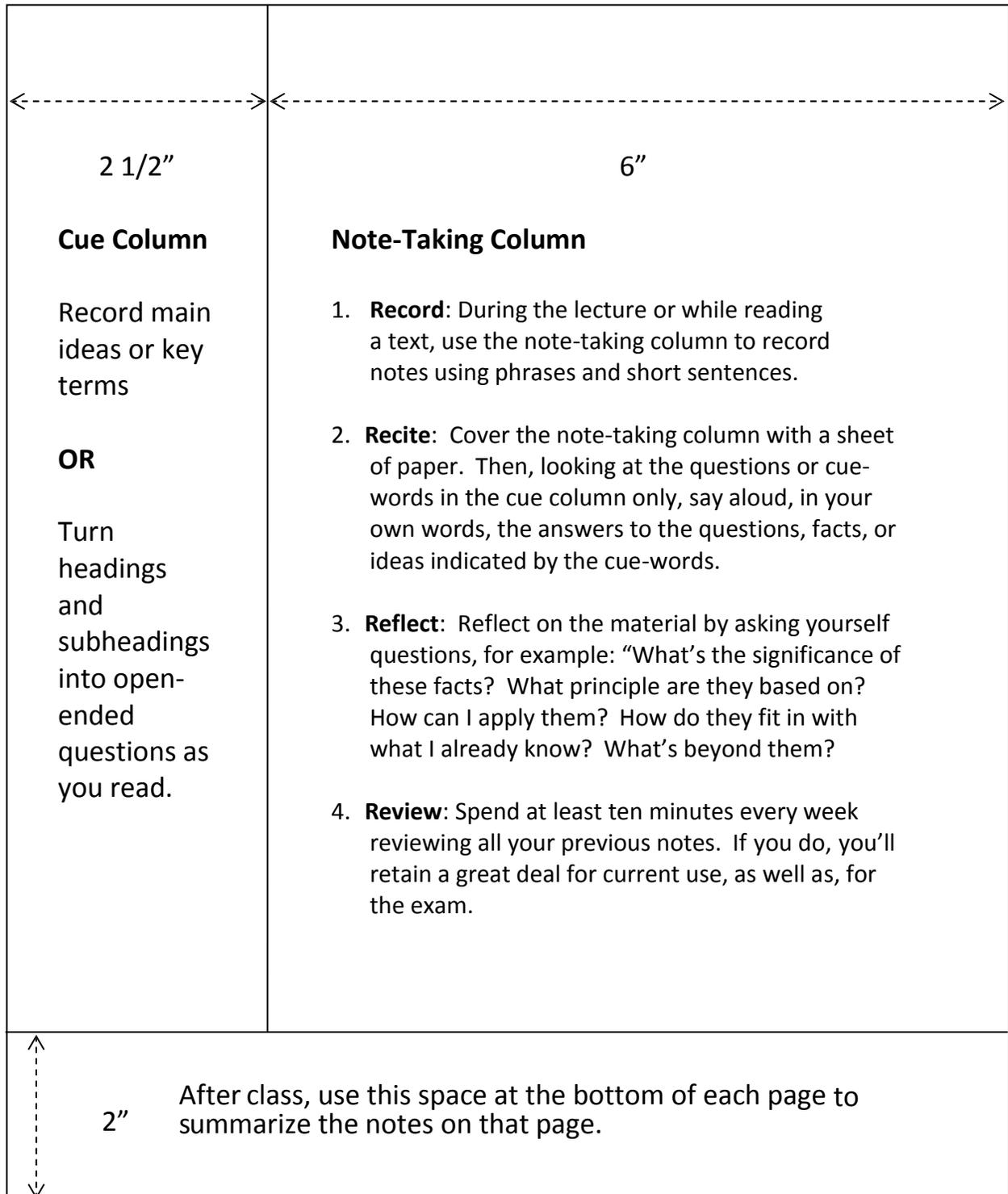
- Page is set up correctly
- Cue column includes an appropriate number of open-ended questions or key terms
- Summary effectively captures the main points in the student's own words

Common Note-Taking Abbreviations and Symbols

& and
= is/are
> more than
< less than
number
\$ dollars/money
x times
→ leads to/causes
↑ increase/rise
↓ decrease/fall
△ change
/ or
@ at
w/ with
w/o without
b/c because
s/t something
s/o someone
e.g. for example
i.e. in other words
ex. exercise/example
ch. chapter
pg. page
diff. different/difference
ref. reference
? question
¶ paragraph
sent. sentence
subj. subject
/ per
def. definition

gov't government
imp important
ea each
tho though
thru through
amt amount
prob. problem
min. minimum
max. maximum
btwn. between
bkgd background
vs. versus/against
qty. quantity
imp important
approx. approximate/approximately
imp. important
B4 before
yr year
bldg building
ASAP as soon as possible
dx diagnosis
hr heart rate
cont. continue(d)
bp blood pressure
appt. appointment
ht height
wt weight
lbs pounds
oz ounces
ft feet
" inches

Cornell Note-Taking Basics



Sample Cornell Notes

Topic: Effective Note-Taking

Cue Column:	Note-Taking Column:
Why is it important to take notes effectively?	<u>Importance of Taking Effective Notes</u>
	<ul style="list-style-type: none"> • 80% of what we learn forgotten after 1 week • Effective notes + ongoing review = more likely to remember info.
How can I take notes selectively? paraphrase	<u>Tip #1: Be Selective</u>
	<ul style="list-style-type: none"> • Don't write everything word-for-word (too time-consuming + doesn't help w/ learning material) • Paraphrase = put in your own words • Focus on content words (words w/ meaning) • Don't use complete sentences
Why should I use symbols and abbreviations?	<u>Tip #2: Use Abbreviations + Symbols</u>
	<ul style="list-style-type: none"> • Develop system to save time • Shorten words (psych. = psychology) • Drop letters (gov't = government)
	Ex. + (and) b/c (because) @ (at) w/ (with)
How can I keep my notes organized?	<u>Tip #3: Stay Organized</u>
	<ul style="list-style-type: none"> • Several sets of notes by end of semester • Date • Title + headings • All caps, underlining, +/- or highlighting for imp. Info. • Bullet points or numbered lists • Blank space btwn. topics

Summary: Notes should not copy information word-for-word. Instead, we should focus on content words and paraphrase (put in our own words). To save time, abbreviations and symbols can be used. Because we will have several sets of notes by the end of the semester, it is important to keep them organized.

Name: _____ Day & Time: _____ Due Date: _____

SQ3R Worksheet #1

Respond to questions below as you preview a chapter from a textbook.

Textbook Title: _____ (underlined)

Chapter Title: _____ (quotations)

Pages: _____ to _____ Total Number of Pages: _____

What is the **topic** (subject) of this chapter? _____

What do you ***already know*** about this topic? What comes to mind when you think about it? ***Brainstorm a using up all the space below.***

What are ***three stated objectives or goals*** of the chapter? They are often found on the first page of the chapter. ***Copy them word-for-word.***

1. _____
2. _____
3. _____

Give **definitions** for ***three key terms*** introduced in the chapter.

1. _____
2. _____
3. _____

Find ***three*** illustrations (pictures, charts or graphs). List the **page number** and **caption**.

1. _____
2. _____
3. _____

What are **three** questions asked at the end of the chapter?

1. _____
2. _____
3. _____

What are the first **three** headings/subheadings for this chapter? ***Do not copy a heading/subheading if it is a question.***

1. _____
2. _____
3. _____

Turn **each of the headings/subheadings above** into an **open-ended question**. These are generally questions that begin with *what, why* or *how*.

1. _____
2. _____
3. _____

Quickly **skim each section** that you created a question for and **write the answer to your question in your own words**.

1. _____
2. _____
3. _____

Name: _____ Day & Time: _____ Due Date: _____

SQ3R Worksheet #2

Respond to questions below as you preview a chapter from a textbook.

Textbook Title: _____ (underlined)

Chapter Title: _____ (quotations)

Pages: _____ to _____ Total Number of Pages: _____

What is the **topic** (subject) of this chapter? _____

What do you ***already know*** about this topic? What comes to mind when you think about it? ***Brainstorm a using up all the space below.***

What are ***three stated objectives or goals*** of the chapter? They are often found on the first page of the chapter. ***Copy them word-for-word.***

1. _____
2. _____
3. _____

Give **definitions** for ***three key terms*** introduced in the chapter.

1. _____
2. _____
3. _____

Find ***three*** illustrations (pictures, charts or graphs). List the **page number** and **caption**.

1. _____
2. _____
3. _____

What are **three** questions asked at the end of the chapter?

1. _____
2. _____
3. _____

What are the first **three** headings/subheadings for this chapter? **Do not copy a heading/subheading if it is a question.**

1. _____
2. _____
3. _____

Turn **each of the headings/subheadings above** into an **open-ended question**. These are generally questions that begin with *what, why* or *how*.

1. _____
2. _____
3. _____

Quickly **skim each section** that you created a question for and **write the answer to your question in your own words**.

1. _____
2. _____
3. _____

Name: _____ Day & Time: _____ Due Date: _____

SQ3R Worksheet #3

Respond to questions below as you preview a chapter from a textbook.

Textbook Title: _____ (underlined)

Chapter Title: _____ (quotations)

Pages: _____ to _____ Total Number of Pages: _____

What is the **topic** (subject) of this chapter? _____

What do you ***already know*** about this topic? What comes to mind when you think about it? ***Brainstorm a using up all the space below.***

What are ***three stated objectives or goals*** of the chapter? They are often found on the first page of the chapter. ***Copy them word-for-word.***

1. _____
2. _____
3. _____

Give **definitions** for ***three key terms*** introduced in the chapter.

1. _____
2. _____
3. _____

Find ***three*** illustrations (pictures, charts or graphs). List the **page number** and **caption**.

1. _____
2. _____
3. _____

What are **three** questions asked at the end of the chapter?

1. _____
2. _____
3. _____

What are the first **three** headings/subheadings for this chapter? ***Do not copy a heading/subheading if it is a question.***

1. _____
2. _____
3. _____

Turn **each of the headings/subheadings above** into an **open-ended question**. These are generally questions that begin with *what, why* or *how*.

1. _____
2. _____
3. _____

Quickly **skim each section** that you created a question for and **write the answer to your question in your own words**.

1. _____
2. _____
3. _____

Chapter 2: "Using Context Clues" Cornell Notes

Cue Column:	Note-Taking Column:
How are context clues useful?	
What are the five types of context clues?	
What is a synonym?	
What is an antonym?	
How is inference used to figure out what a word means?	
What are the limitations of context clues?	

Summary:

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Name: _____ Day & Time: _____ Due Date: _____ Title: _____

Vocabulary Chart #1

Word	Original sentence with context clues highlighted.	Guess from Context Clues (Do this <u>before</u> looking it up in the dictionary.)	Dictionary Definition	Part of Speech (noun, verb, adjective, etc.)	Create your own sentence (at least 7 words in length) using the word.

This page intentionally left blank. Use this space to jot down your thoughts or doodle.

Name: _____ Day & Time: _____ Due Date: _____ Title: _____

Vocabulary Chart #2

Word	Original sentence with context clues highlighted.	Guess from Context Clues (Do this <u>before</u> looking it up in the dictionary.)	Dictionary Definition	Part of Speech (noun, verb, adjective, etc.)	Create your own sentence (at least 7 words in length) using the word.

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Annotating Basics

What does it mean to annotate?

Annotating is a hands-on, active reading strategy that involves the reader marking the text in a way that is meaningful.



What are the benefits of annotating?

- Improves concentration and maximizes the time you spend reading
- Helps you identify key points
- Helps with comprehension and retention
- Helps you state ideas in your own words
- Helps you study for upcoming tests

How do I annotate a text?

These are just some suggestions! Develop your own method for annotating a text.

- ✓ Read small sections of the text and reflect before marking.
- ✓ Identify the author's purpose as well as the text's overall pattern of organization before marking.
- ✓ Circle unknown words, look up their definitions, and write the definitions in the margin.
- ✓ Underline controlling or main ideas.
- ✓ Number (1,2,3) and/or put [brackets] around major supporting details.
- ✓ **Highlight** key words and phrases, such as names, dates, and events (generally not entire sentences).
- ✓ Write your own thoughts/reactions, possible exam questions, or brief summaries in the margins.
- ✓ Use arrows to connect related ideas. 
- ✓ Sketch diagrams/create mind maps/outlines at the bottom of the page.
- ✓ Use a question mark (?) to note confusing ideas that need clarification from your professor.
- ✓ Use "**def.**" to label definitions.
- ✓ Use "**ex.**" to label examples.

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Summary Basics

Why is summarizing an important skill?

- Summarizing requires the reader to **separate main ideas** from **supporting details**, **condense** the material down to just the **key points**, and express these points in **his or her own words**.
- It is necessary both for **note-taking** and responding to **essay** and **exam questions**.

What should be included in my summary?

- Begin with the **author's name** and the **title** of the text.
- Restate the author's **thesis statement** or **main idea** (this is the author's overall point).
- Include all the **major supporting details**. These are often introduced by **transitions**, or words that help to connect ideas, like *first*, *next*, *also*, and *in addition*.
- Your summary should answer most of the "**reporter questions**": Who? What? When? Where? Why? How?
- Include **transitions** of your own for organization.

What should not be included in my summary?

- A summary should not express **your opinion about what you read**.
- **Specific details**, like examples, facts, and statistics, are usually not included. The length of your summary should only be about **25% of the length of original text**.
- Do not include **direct quotes**. The point of the summary is to **paraphrase** (express these ideas in your own words).
- Do not use the **author's original wording**. This is **plagiarism**.
- Do not begin your summary with ***I read*** or ***I learned***. This is unsophisticated and places the attention on you rather than the key points of the reading.
- Do not use the phrases ***says***, ***tells***, and ***talks about***. There are many verbs to choose from that are more sophisticated.

states
points out
reports
describes
discusses
asks
claims
asserts

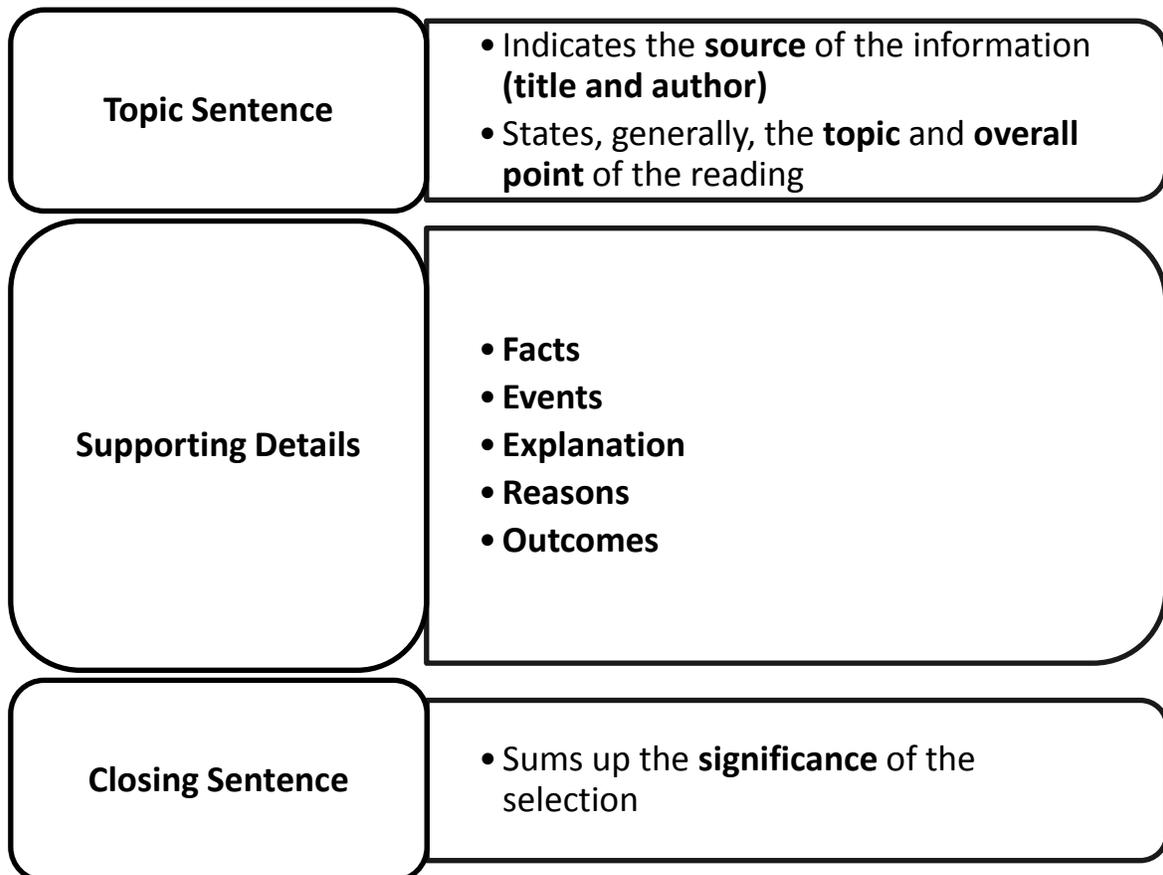
insists
contends
implies
believes
proposes
declares
reveals
establishes

notes
observes
explains
suggests
maintains
finds
provides
indicates

How should I begin my summary?

- (Author) states in (Title) that...
- (Author) in (Title) shows that...
- In (Title), (Author) writes that...
- As (Author) states in (Title),...
- The main point of (Author)'s article (Title) is that...

How should my summary be organized?



Avoiding “I” and “You” Statements in Academic Writing

“I” Statements (1st Person Point of View)

- Also includes the following pronouns: *me, my, mine, we, use, our, ours*
- Examples:
 - *I think...*
 - *I believe...*
 - *I feel...*
 - *In my opinion...*
 - *We must...*
- What’s the problem?
 - The writer is the focus rather than the topic being discussed.
 - 1st person statements are generally weak and unconvincing to a reader because they are subjective (opinion) rather than objective (fact).
 - **Weak:** *I believe children in elementary school should not be assigned homework.* (Why should your reader care what you “believe”? Are you an expert on elementary school education? What is your belief based on? A guess? A feeling?)
 - **Strong:** *Studies suggest that assigning homework to elementary-aged children is counterproductive.*

“You” Statements (2nd Person Point of View)

- Also includes the following pronouns: *your, yours*
- Examples:
 - *You should not look at your cell phone when driving because you may cause an accident.*
 - *You should avoid eating junk food in order to live a healthier lifestyle.*
- What’s the problem?
 - The reader is the focus rather than the topic being discussed.
 - They sound judgmental and/or like the writer is giving directions to his/her reader. No one likes to be told what to do.
 - **Weak:** *You shouldn’t spank your kids because spanking can trigger aggressive behavior.* (Parents do not like to be told how to raise their

children. If they spank their children, they are likely to be offended by this statement.)

- **Strong:** *Spanking has proven to be an ineffective method for punishing children because it does not convey information about what behavior is desirable, promotes aggressive behavior, affects the child's mental health, and increases the likelihood that the child will eventually become involved in criminal behavior.*

Chunking Basics

When text is difficult or uninteresting, experienced readers stop frequently and check their comprehension. A reader can do this by chunking the text. The harder the text, the smaller the chunks should be.

Read a small section, then check your comprehension. Here are some ways to check your comprehension:

- ✓ Paraphrase what you've read (put it in your own words)
- ✓ Ask a question
- ✓ Make a connection to something you already know
- ✓ Give your opinion about something
- ✓ List new vocabulary words or key terms

If you can do at least one of the above, continue reading the next chunk.



If you can't do any of the above, try rereading with a purpose in mind.

Rereading the same way you read in the first place won't help. Chunking limits what you need to reread, and by giving yourself a purpose, you will be able to better focus your reading.

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Name: _____ Day & Time: _____ Due Date: _____

Chunking Worksheet

Title of Selection: _____

In small groups, read your assigned chunk of text. Briefly summarize your chunk of text after you read it. List questions you still have, too. As other groups share their summaries, fill in the chart.

Chunk #1	Chunk #2
Chunk #3	Chunk #4
Chunk #5	Overall summary from all 5 chunks.

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Key Words to Find Main Ideas and Supporting Details

List words are sometimes used in the **main idea/topic sentence**; they indicate that a list of items is to follow.

several kinds of
several ways of
five steps
various reasons for

a series of
a number of effects
several causes
three advantages

Transitions help to connect ideas and are sometimes used to introduce a **supporting detail**.

one
first of all
to begin with
next
also
another

furthermore
secondly
in addition
moreover
last
finally



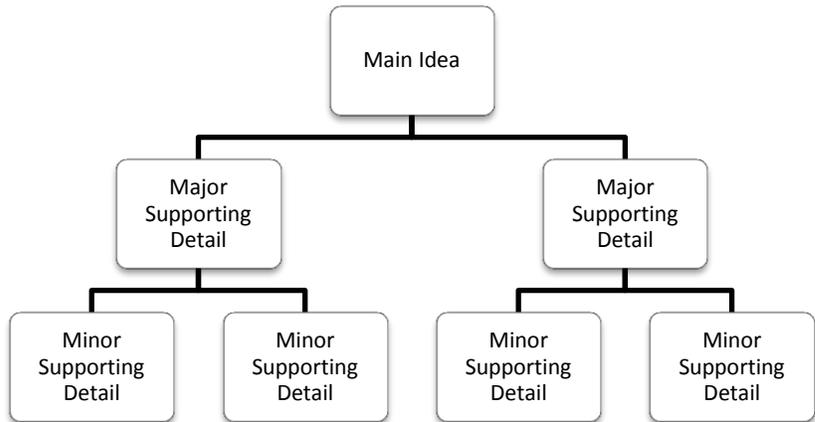
This page intentionally left blank. Use this space to jot down your thoughts or doodle.

Outlines and Concept Maps

Outline

- I. Main idea
 - A. Major Supporting Detail
 - 1. Minor detail
 - 2. Minor detail
 - B. Major Supporting Detail
 - 1. Minor detail
 - 2. Minor detail

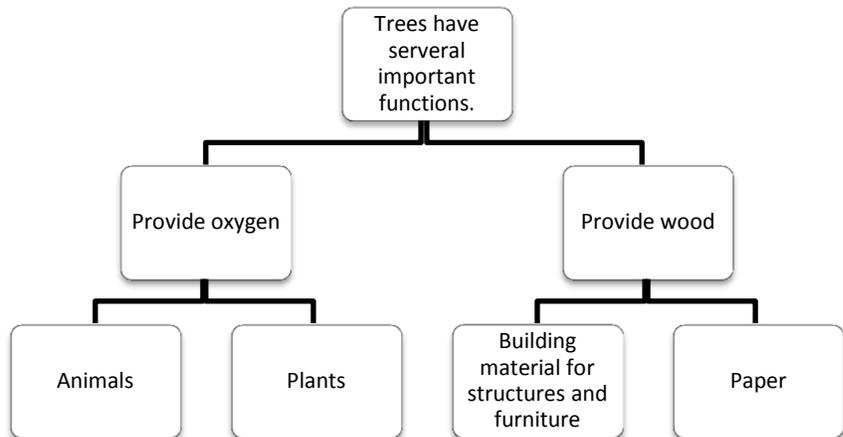
Concept Map



Example

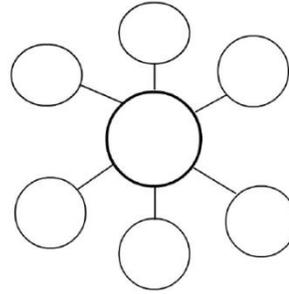
- I. Trees have several important functions.
 - A. Provide oxygen
 - 1. Animals
 - 2. Plants
 - B. Provide wood
 - 1. Building material for structures and furniture
 - 2. Paper

Example



Concept Map Types

Bubble Map
(Classification)



Venn Diagram
(Compare & Contrast)

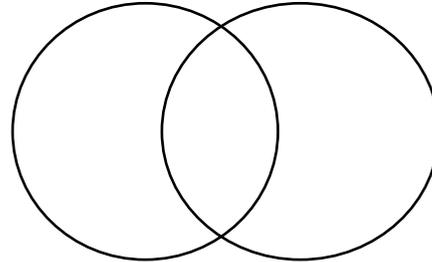
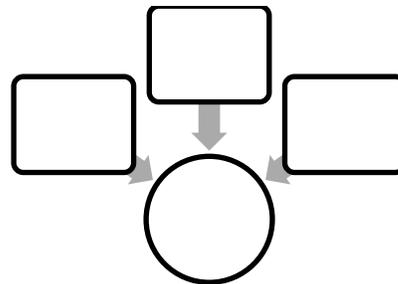


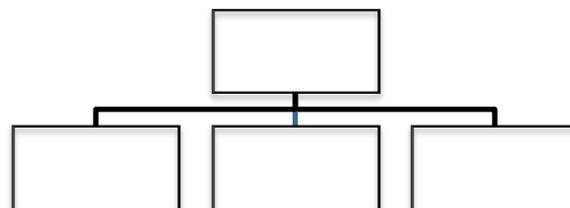
Table
(Compare & Contrast)

Attributes		
"Thing" 1		
"Thing" 2		

Cause and Effect



Tree Map
(Listing/Enumeration)



Timeline
(Sequence of Events/
Process)



Name: _____ Day & Time: _____ Due Date: _____

Library Skills Activity

PART 1: Use the library's website to answer the questions below.

1. Find the library's hours on the left-hand side of the homepage. Copy them down below.
Monday-Thursday _____
Friday _____
Saturday _____
2. Using the tabs on the left-hand side, click on "Workshops & Tutorials" and then "Workshop Schedule." What is the title of the next workshop being offered? _____
3. Using the tabs on the left-hand side, click on "FAQs & Guidelines." Read all of the guidelines before attempting to answer the next three questions. Where is the Reserve Collection located?

4. What do you need in order to access the library's databases from home? _____
5. What is the daily fee for late books? _____
6. Using the tabs on the left-hand side, click on "Find a Book." What is the name of the link that you need to click on in order to search for a book in the library? (Not the eBook Collection)

7. Click on the link above. Note that there are several types of searches that can be performed to find a book in the library. When the catalog search page firsts opens, what is the default search type?

8. Hold down the arrow button in the "search" field. Select "subject keywords" and do a search for "juvenile delinquency." How many titles on this topic were found? _____
9. Click on the first result. Examine the page in order to find and fill in the information below.
Author: _____
Title: _____
City of Publication: _____
Publisher: _____ Date (Year): _____
Call Number: _____
Collection: _____
Status: _____

10. Do a "title begins with" search for *True Notebooks* and fill in the information below.

Author: _____

City of Publication: _____

Publisher: _____ Date (Year): _____

Call Number: _____

Collection: _____

Status: _____

11. Which affects your search results, spelling or capitalization? _____

PART 2: Answer the questions below during our visit to the library.

12. How many collections are there in the library? _____

13. Books from which collection can be check out? _____

14. How long can books be checked out for? _____

15. What should you do with a book that you pull off the shelf when you are done with it?

Quotations or Italics?

“Quotations”

titles of smaller works

chapter
essay
article
short story
poem
song
episode of a television show
YouTube video
act in a play

Italics

titles of larger works

book
magazine
academic journal
newspaper
album
symphony/opera
television show
movie
play
video games
radio program
artwork
ships

Notes:

**Titles that should be italicized may be underlined when handwriting.
Capitalize all titles appropriately.**

This page intentionally left blank. Use this space to jot down your thoughts or doodle.

The Art of Quoting

WHAT

- You may quote an author when you want to use his or her **exact wording**.
- **Quotation marks** are used to indicate to your reader that you are using someone else's wording and not your own.
- Not including quotation marks is **plagiarism!**

WHEN

- The number of quotes in your paper should be **limited**. Using too many quotes means that the author is doing your work for you.
- In general, **paraphrase** (reword) the idea or information whenever possible, especially if the passage is long.
- Use quotes only when the wording is especially **unique or powerful** and it would lose some of its value if it were rephrased.

HOW

- Avoid **"floating quotes."** These are quotes that are just dropped into the middle of a student's paper without an introduction and often without explanation.

The evil queen is consumed by her physical insecurities and needs constant reassurance. "Mirror, mirror on the wall, who's the fairest of them all?"

- Quotes should be **integrated seamlessly** into your writing. Quotes should always be **introduced**.

The evil queen is consumed by her physical insecurities and needs constant reassurance. She asks repeatedly, "Mirror, mirror on the wall, who's the fairest of them all?"

OR

The evil queen, consumed by her physical insecurities, needs constant reassurance and asks repeatedly, "Mirror, mirror on the wall, who's the fairest of them all?"

- Often quotes are introduced by indicating the **author’s name and position** when appropriate: Steve Gomez, Professor of X at Z University, states, “...”

Verbs for Introducing Quotes

acknowledges	emphasizes
argues	Illustrates
asserts	Implies
claims	insists
comments	mentions
confirms	Points out
compares	Shows
denies	States
describes	Suggests
explains	writes

- When an **entire sentence** is quoted, typically a **comma** is used (as in the examples on the previous page).
- When just a **few words** are quoted, a comma is not used.

The Big Bad Wolf demonstrates psychopathic traits when he threatens to “huff” and “puff” and destroy each pig’s house.

- Use brackets to show that words were changed. This is typically done for grammatical purposes.

The Big Bad Wolf demonstrates psychopathic traits when he states that “[he will] huff, and [he will] puff” and destroy each pig’s house.

- Use brackets and an ellipsis (...) to show words were left out.

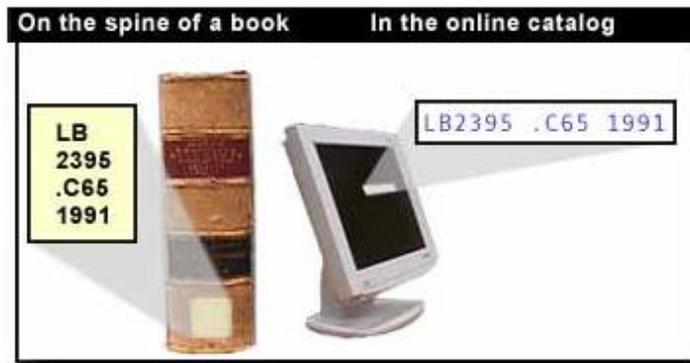
The Big Bad Wolf demonstrates psychopathic traits when he threatens, “Then I’ll huff, and I’ll puff, and [...] blow your house in.”

Basics of Library of Congress Call Numbers

Libraries use classification systems to organize the books on the shelves. A classification system uses letters and/or numbers (call numbers) to arrange the books so that books on the same topic are together.

FROM THE ONLINE CATALOG TO THE SHELF

Libraries in the United States generally use either the Library of Congress Classification System (LC) or the Dewey Decimal Classification System to organize their books. Most academic libraries use LC, and most public libraries and K-12 school libraries use Dewey.



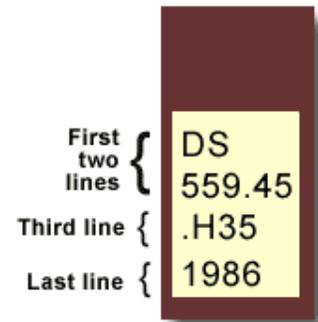
ANATOMY OF A CALL NUMBER

Book title: *Uncensored War: The Media and Vietnam*

Author: Daniel C. Hallin

Call Number: DS559.46 .H35 1986

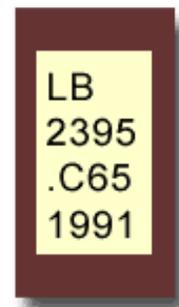
- The first two lines describe the subject of the book. DS559.45 = Vietnamese Conflict
- The third line often represents the author's last name. H = Hallin
- The last line represents the date of publication.



TIPS FOR FINDING A BOOK ON THE SHELF

1. Read call numbers line by line.
2. Read the first line in alphabetical order:
A, B, BF, C, D... L, LA, LB, LC, M, ML...
3. Read the second line as a whole number:

1, 2, 3, 45, 100, 101, 1000, 2000, 2395, 2430...



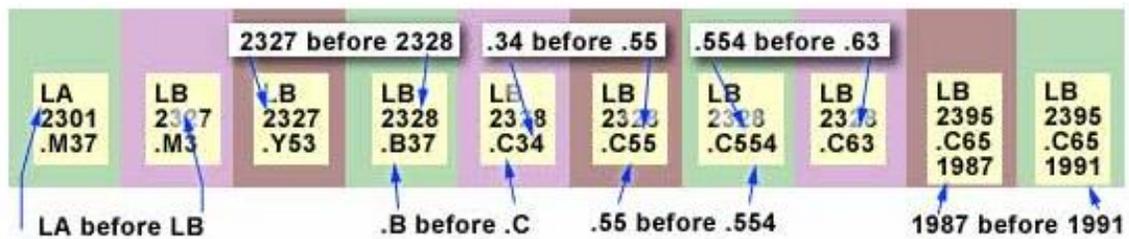
4. The third line is a combination of a letter and numbers. Read the letter alphabetically. Read the number as a decimal

.C65 = .65 .C724 = .724

5. The last line is the year the book was published. Read in chronological order:

1985, 1991, 1992...

Here is a shelf of books with the call number order explained.



Name: _____ Day & Time: _____ Due Date: _____

Practice with Call Numbers

Put the following "books" in order.

1.

KF	KD	KF	K	KD
5200	501	5011	52	45
.S78	.S78	.S78	.S78	.S78
1973	1973	1974	1980	1981
Book A	Book B	Book C	Book D	Book E

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

2.

PG	PB	PB	PG	PG
520	23	230	4320	520
.M57	.N51	.C53	.G55	.P56
1965	1961	1962	1963	1964
Book A	Book B	Book C	Book D	Book E

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

3.

BT	B	BT	BT	BT
2502	6549	99	2502	2502
.L101	.L1	.L1	.L1	.L1
1995	1993	1994	1995	1998
Book A	Book B	Book C	Book D	Book E

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

4.

PZ	PZ	P	PZ	P
101	23	780	101	780
.D1	.D1	.L1	.D13	.Q1
2000	2007	1999	1994	1995
Book A	Book B	Book C	Book D	Book E

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ S

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Name: _____ Day & Time: _____ Due Date: _____

Library Skills Quiz Study Guide

1. How long can books be checked out?

2. _____ Which collection of books is the only one that can be checked out of the library?

- a. Reference
- b. Reserves
- c. General
- d. Periodicals

3. What link should you click on in order to find a book in the library? (See illustration to the right.)

4. What link should you click on in order to find a full-text magazine article? (See illustration to the right.)

5. What type of catalog search would you perform to find a book about Italy? (See illustration to the right.)

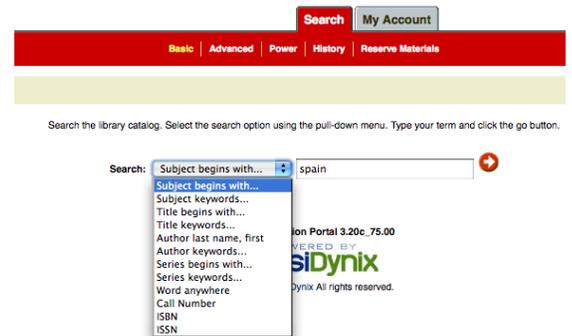
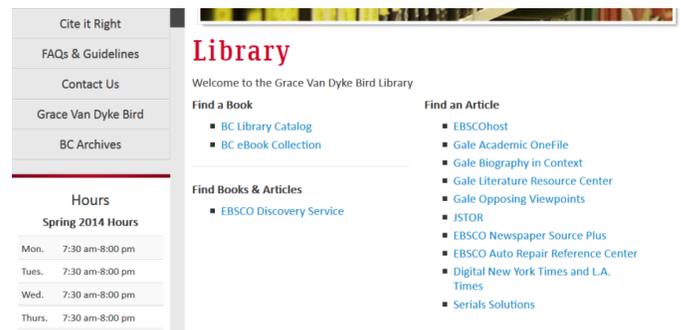
6. What type of catalog search would you perform to find the book *The Civilization of the Renaissance in Italy*? (See illustration to the right.)

7. Which matters when searching for a book, spelling or capitalization? _____

8. Number the call numbers below 1-4 in the order they would be found on the shelf.

- a. _____ TX715 .S2968 2002
- b. _____ TM715 .S2965 2010
- c. _____ TM 7150 .P2950 2003
- d. _____ TX75 .S2978 2012

9. What should you use to indicate that you have altered a direct quote? _____



10. Add a "lead in" and parenthetical (in-text) citation for the following quote from Eric Schlosser on page 195 of *Fast Food Nation*:

"Recent studies have found that many foodborne pathogens can precipitate long-term ailments"

11. What information goes in the header for a works cited page? _____
12. In what order are the citations arranged? _____
13. Which city should be used in a citation if multiple cities are given? _____
14. When do you include the abbreviated state in a citation? _____
15. What year should be used in a citation if multiple years are given? _____
16. Rewrite October 14, 2013 in MLA format. _____
17. What should you do if you need to create a citation for a source that does not mention an author?

18. What should you do if you need to create a citation for a source that does not mention a date?

19. Create a citation in MLA Format for the book below.

Authors: **Jacob Burckhardt**
Book Title: **The Civilization of the Renaissance in Italy**
City: **London**

Publisher: **Phaidon Press**
Year: **1944**

Last, First. *Book Title*. City: Publisher, Year. Print.

20. Create a citation in MLA Format for the magazine article below.

Authors: **John Glover**
Article Title: **Italy must think small in order to succeed**
Magazine Title: **Chemical Week**

Page: **110**
Database: **Academic OneFile**
Date: **July 17, 1991**

Last, First. "Article Title." *Magazine Title* Day Month Year: Page(s). *Database*. Web. Date of Access.

Name: _____ Day & Time: _____ Due Date: _____

Literary Devices Cornell Notes

Cue Column:	Note-Taking Column:
setting	
protagonist	
antagonist	
point of view	
What are the different points of view?	
plot	
conflict	
What are the different types of conflict?	
climax	
resolution	
theme	

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Understanding Themes

Themes: Involve concepts about life, people, the human condition, and other broad, philosophical ideas. Try to pick out the concepts that the writer is discussing. Themes are stated using concept words such as *love, courage*, etc.

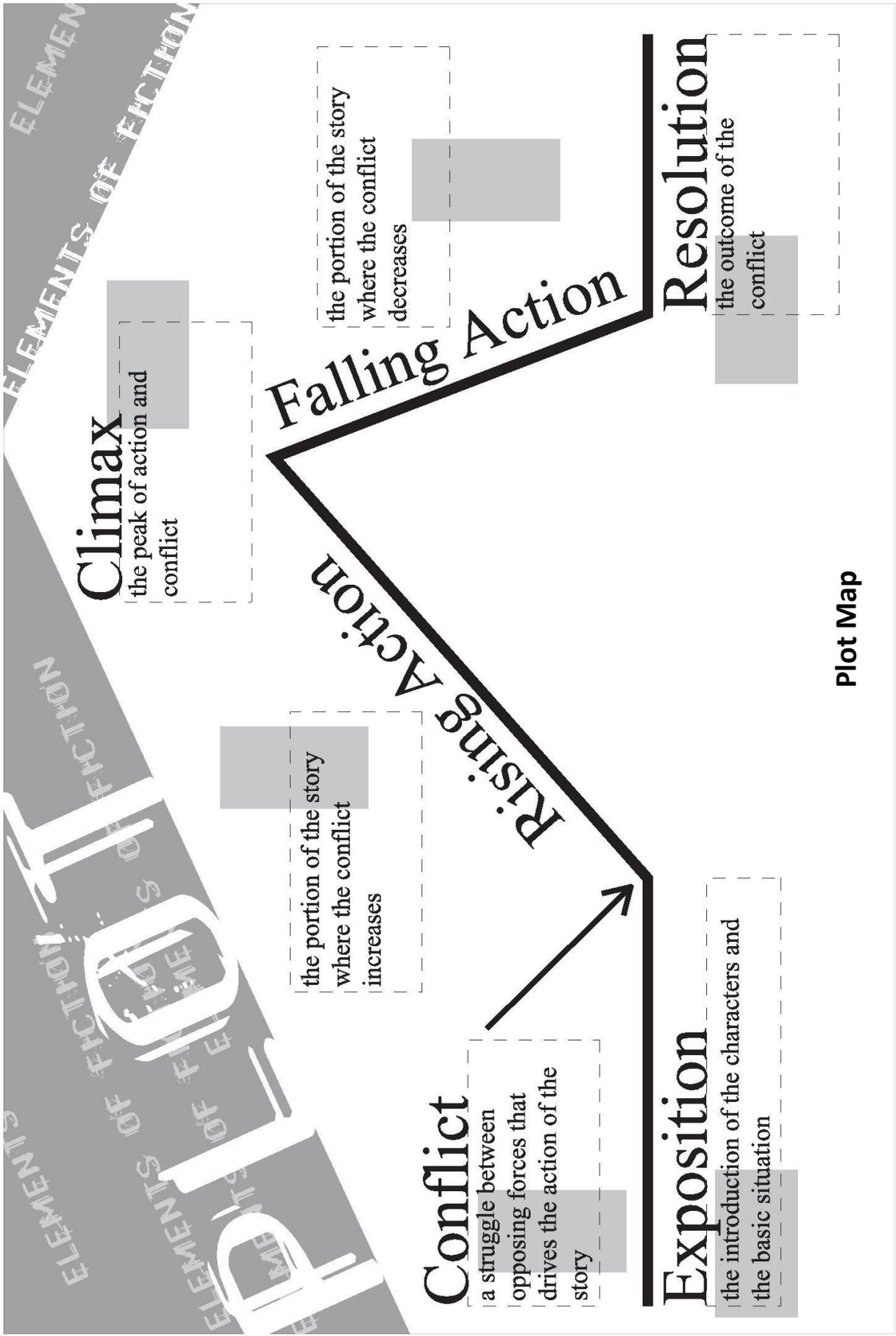
Consider the following concept words:

love	courage
freedom	dignity
defeat	pride
survival	understanding
forgiveness	aggression
success	fear
peace	compassion
prejudice	discrimination
anger	sadness
hope/hopelessness	nostalgia
family	gender
coming of age	tradition
regret	gratitude

SOME POINTERS

1. Choose the terms you feel are the major (dominant, repeated) concepts in the story.
2. What is the author saying about these ideas? This is the theme. Write it in the form of a sentence.
3. List 2-3 pieces of specific evidence from the story that explain why you think these are the themes of the story, poem or novel.
4. If you understand themes, it can help you identify the main character's motivation or philosophy of life.

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Plot Map #1

Name: _____

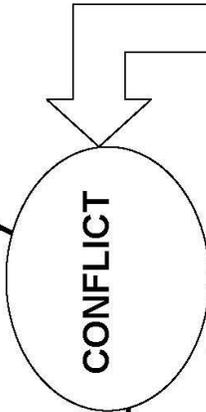
Due Date: _____

PLOT
TITLE: _____
AUTHOR: _____

CLIMAX

RISING ACTION
(List examples that create complications or suspense)

FALLING ACTION



RESOLUTION

PROTAGONIST vs. ANTAGONIST
_____ vs. _____

EXPOSITION

Setting:
Situation/climate:
Characters:

THEME

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Plot Map #2

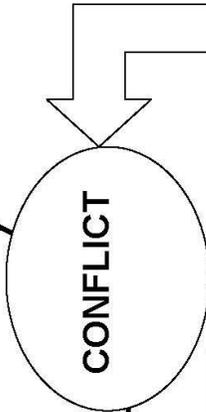
Name: _____ Due Date: _____

PLOT
TITLE: _____
AUTHOR: _____

CLIMAX

RISING ACTION
(List examples that create complications or suspense)

FALLING ACTION



RESOLUTION

PROTAGONIST vs. ANTAGONIST
_____ vs. _____

EXPOSITION

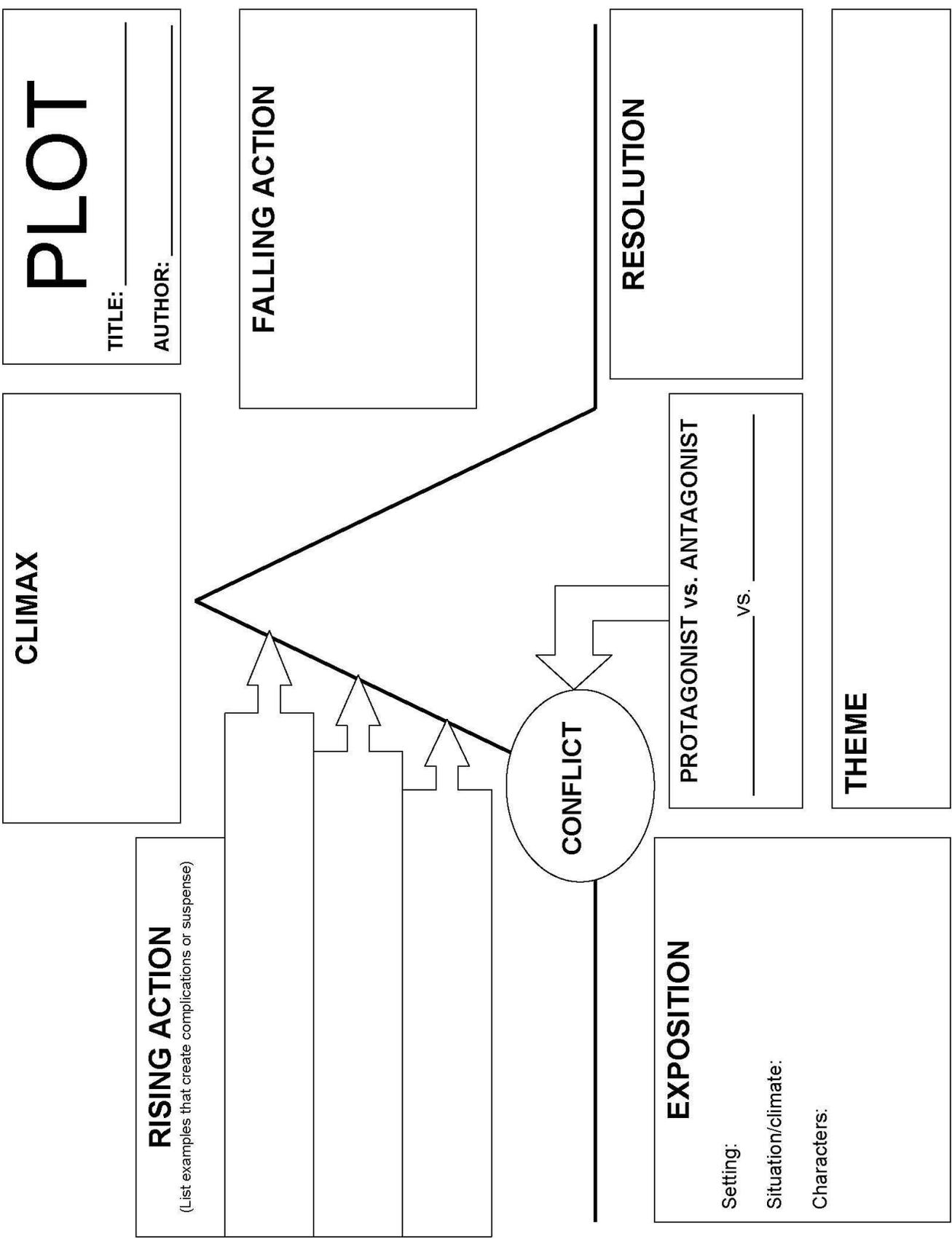
Setting:
Situation/climate:
Characters:

THEME

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Plot Map #3

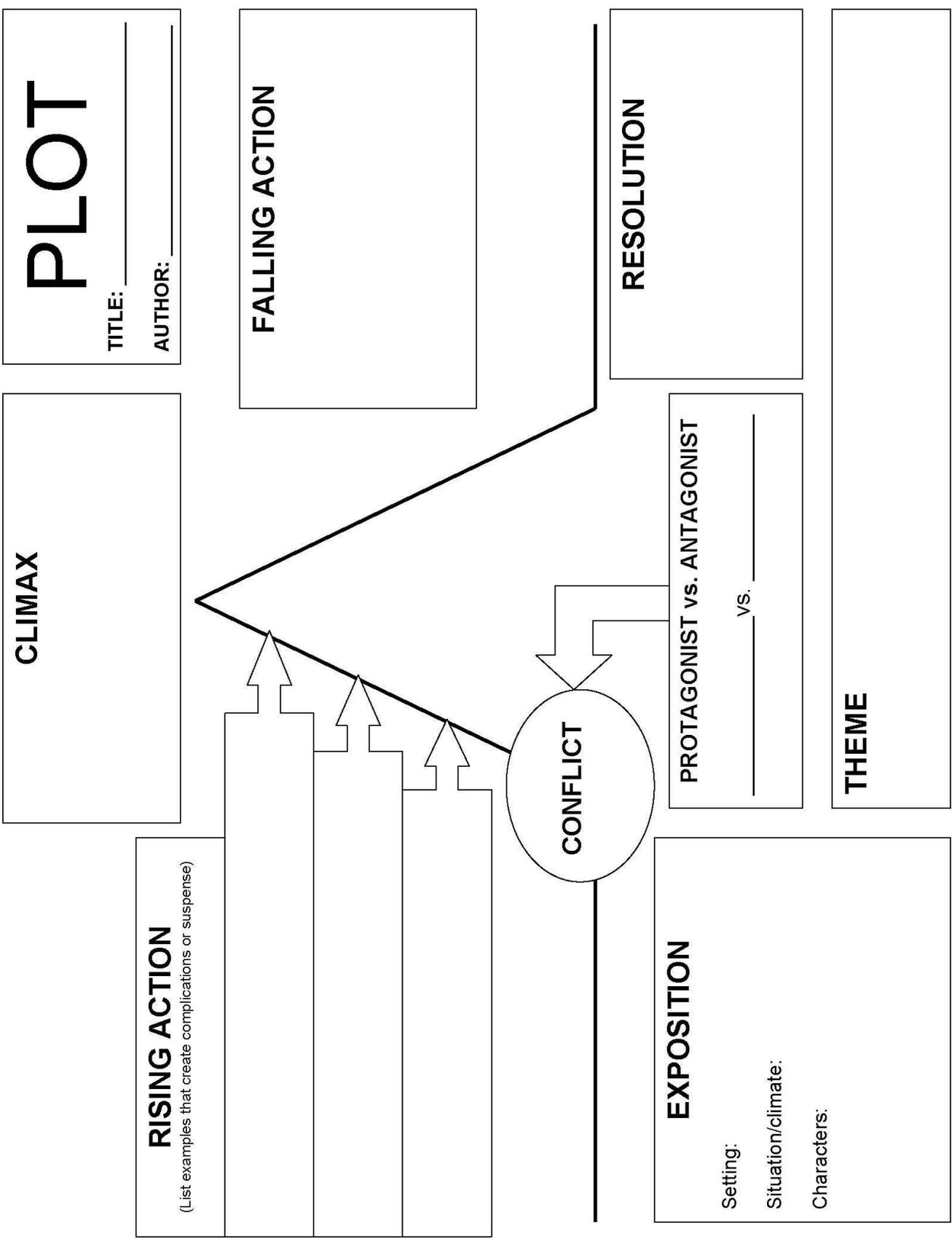
Name: _____ Due Date: _____



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Plot Map #4

Name: _____ Due Date: _____



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Name: _____ Day & Time: _____ Due Date: _____

Figurative Language Cornell Notes

Cue Column:	Note-Taking Column:
alliteration	
hyperbole	
personification	
simile	
metaphor	

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Name: _____ Day & Time: _____ Due Date: _____

Figurative Language Worksheet

Each of the phrases below is an example of figurative language. Label each phrase using the key below.

S = Simile

M = Metaphor

P = Personification

A = Alliteration

H = Hyperbole

_____ The streets were a furnace, the sun an executioner.

_____ Good men are gruff and grumpy, cranky, crabbed, and cross.

_____ The stages of love are like stepping stones to death.

_____ Fear knocked on the door. Faith answered. There was no one there.

_____ He runs faster than the speed of light.

_____ Life is like an onion: You peel it off one layer at a time, and sometimes you weep.

_____ The wind stood up and gave a shout. He whistled on his fingers and kicked the withered leaves about.

_____ You'll never put a better bit of butter on your knife.

_____ My face looks like a wedding-cake left out in the rain.

_____ I'm so hungry I could eat a horse.

_____ Men's words are bullets that their enemies take up and make use of against them.

_____ The rain came down in long knitting needles.

_____ A moist young moon hung above the mist of a neighboring meadow.

_____ Time is a circus, always packing up and moving away.

_____ Good coffee is like friendship: rich and warm and strong.

_____ Oreo: Milk's favorite cookie.

_____ I wandered lonely as a cloud.

_____ I'm so tired I could sleep forever.

_____ Memory is a crazy woman that hoards colored rags and throws away food.

_____ Touch each object you want to touch as if tomorrow your tactile sense would fail.

_____ The soul selects her own society.

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Questioning: Literal, Inferential, and Critical Thinking

Developed by C. Schaefer. Used with permission.

LEVELS OF QUESTIONS

- **Literal** Level Questions:
 - Questions that are answered in the text
 - Facts
 - Usually will answer who, what, when, where
 - Most readers will agree on the answer because it's in the text
 - **Example: What materials did the three pigs use to build their houses?**
- **Inferential** Level Questions:
 - Questions whose answers can be inferred from the text because the author leaves clues
 - There is not always one right answer
 - Answers are not found in the text, but can be supported by information given in the text
 - Questions that are answered from background knowledge (schema) without use of own opinions to affect meaning intended by author
 - Answers why or how
 - Requires reading between the lines
 - **Example: Why did the 1st little pig build his house with straw?**
- **Critical** Level Questions:
 - Questions whose answers go beyond the text.
 - Questions that include other places, times, or people (perhaps yourself) in "what if" scenarios
 - Reader uses prior knowledge and applies it to what is read to formulate new ideas beyond what the author intended
 - Answers not found in the text
 - Requires an opinion
 - Answers what if or should
 - Requires reading beyond the text
 - **Example: Should the wolf be punished for his bad deeds?**

DEVELOPING GOOD QUESTIONS

- ✓ Be specific
 - List names and avoid pronouns
 - Include subject and verb
- ✓ Anticipate an answer
- ✓ Remember that critical application requires a judgment or an opinion

Most tests in school are literal or inferential. But advanced students take the next step in their reading and develop Critical Thinking questions. **Use all three types of questions to:**

- Enhance your learning,
- Check your comprehension, and
- Develop your critical thinking skills.

Short Story: Avery delighted in the crunch and crackle of the red, orange and yellow leaves under her feet as she walked home from school, but she failed to look both ways before crossing the street.

1. A **literal** question can be answered solely by referencing the text itself.

"What colors were the leaves?"

2. An **inferential** question cannot be answered by looking at the text itself, but can be answered by inference or reference to some outside information.

"What season was it?"

or

"What happened to Avery when she crossed the street?"

3. A **critical** evaluative question seeks a judgment by the answerer, such as the value, worth, or truth of the text or its contents.

"What if Avery had just come from a safety class; would she have used more caution?"

or

"What if you saw Avery beginning to cross the street; what would you have done or felt?"

or

"Who was more at fault, Avery or the driver?"

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Name: _____ Day & Time: _____ Due Date: _____

“The Road Not Taken”

Robert Frost

1920

TWO roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim
Because it was grassy and wanted wear;
Though as for that, the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I marked the first for another day!
Yet knowing how way leads on to way
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I,
I took the one less traveled by,
And that has made all the difference.

1. What is the author saying literally? This is the surface message (as a child would understand it).

2. What is the author saying figuratively? What is the deeper message/life lesson?

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Name: _____ Day & Time: _____ Due Date: _____



True Notebooks Anticipation Guide



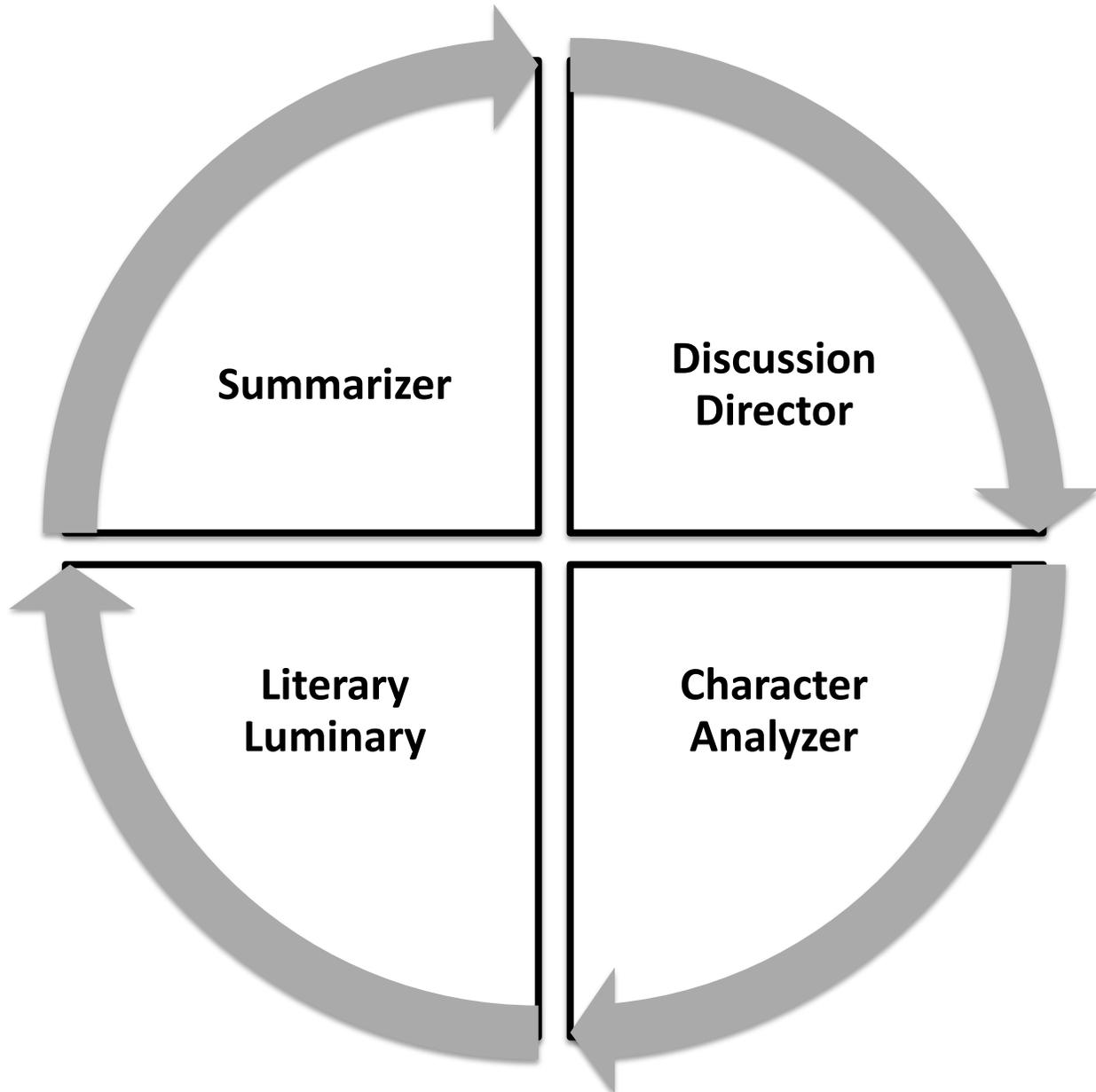
Directions: In anticipation of reading *True Notebooks*, decide whether you agree or disagree with each statement below. Support your answer with an explanation. Be prepared to discuss your position on these issues with your classmates.

Statement	Agree or Disagree	Explanation
Juveniles who commit violent crimes should be sentenced as adults.		
Strict sentencing laws like the Three Strikes Law are an effective way to reduce crime.		
More money should be spent on higher education (colleges and universities) than on prisons and jails.		
Drug use should be decriminalized. In other words, drug users should be given treatment, not jail or prison terms.		
The focus on imprisonment should be punishment, not rehabilitation.		

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Literature Circles

Literature Circles are structured book discussion groups that will be in place until the class finishes the book. The class is divided into groups and each group member is given a role. The roles rotate for each meeting.



Group Selection

Choose your group members carefully as you will be working closely with them for the next four weeks, and your grade depends (in part) on how well your group works together. If a group member is not contributing, the other members may choose to remove him/her from the group.

Preparing for Literature Circle Meetings

- Each group member is assigned the same reading selection for each meeting.
- Complete the reading assignment and your assigned role before your group meets.
- Be prepared to present your findings orally to your group.
- The Discussion Director is in charge of giving each member of the group about 5 minutes to share his/her part before leading a general discussion.
- Listen to your group members and engage in discussion.
- For the next session, each member will rotate to the next role and complete the next reading assignment.

Grading Procedures

- Reading *True Notebooks* and *They Poured Fire on Us from the Sky* and completing related assignments (quizzes, literature circle assignments, journals, and literary analyses) is worth _____% of your overall grade.
- At each meeting, your group will turn in a packet with each member's individual assignment.
- The packet is worth 20 points.
- Group members who do not complete their role not only hurt their individual grade but their group's grade as well.
- If you are tardy or absent, your assignment will be tardy or absent as well, and your group's grade will be affected; THEREFORE, keep in touch (by phone or e-mail) with each group member to ensure everyone's assignment is ready.
- If you know ahead of time that you will be absent, email your assignment to a group member to present and turn in for you.

***True Notebooks* Literature Circle**

Group Member Information

Group Member Name	Contact Info. (Email/Phone)

Reading Assignments

	Pages	Due Date	Role
1	3-78		
2	79-169		
3	170-252		
4	253-326		

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SUMMARIZER

Name: _____ Date: _____ Pages: _____

Your job is to prepare a brief but thorough summary of the reading (list page numbers). Your group discussion will start with your 1-2 minute statement that covers the key events and main highlights of the reading assignment. You may use complete sentences in the form of a paragraph or bullet points.

Individual Grade ____/6
Group Grade ____/20

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DISCUSSION DIRECTOR

Name: _____ Date: _____ Pages: _____

Your job is to create questions to lead your group in discussion about the reading (list page numbers when referring to events in the book). Write questions that will really make your group think. The best discussion questions usually come from your own thoughts, feelings, and concerns as you read. You need to know your own answers to these questions before your group meets. *Remember that your questions should have answers that cannot be found in the book.* Avoid questions that can be answered with just yes/no.

Sample Questions: What was going through your mind when you read ...? How did you feel when...? What surprised you about this (specific pages) section of the book? What do you predict will happen in the next section of the book? What would happen if...? Should...? What do you think the author meant by...?

Remember to get each person's input/answer to your questions!

1.

2.

3.

4.

Individual Grade ____/4
Group Grade ____/20

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CHARACTER ANALYZER

Name: _____ Date: _____ Pages: _____

Your job is to choose a character that plays a key role in this reading assignment (one that has not been analyzed in a previous meeting) and discuss his/per qualities. *Use examples or quotes from the book to support your answers (list page numbers from this reading assignment).* You do not need to use complete sentences.

Physical Characteristics

What does this character look like? If you cannot find a description, what do you imagine him/her to look like and why?

Personality Traits

What do we know about this character's personal qualities?

Character's Name

In His/Her Own Words

Find one important thing the character said. Then, explain why the quote is significant.

Quote:

Importance:

Reactions of Others

How do other characters feel about this character?

Individual Grade ____/4
Group Grade ____/20

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RESEARCHER

Name: _____ Date: _____ Pages: _____

Your job is to choose three historical, cultural, or sociological references from the assigned reading to research (list page numbers) using an internet source other than Wikipedia in order to help your group members gain a better understanding of these topics. Use bullet points rather than complete sentences. Include the source that you used (Note: "Google" is not a source!).

Topic and Page Number	What did your research reveal about the topic? (Include your source.)

Individual Grade ____/6
Group Grade ____/20

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Could You Pass the U.S. Citizenship Test?

Immigrants applying for citizenship in the United States must correctly answer 6 out of 10 questions on a civics test in order to demonstrate that they understand how the U.S. government operates. However, about 1 in 3 American citizens would fail the U.S. citizenship test if required to take it. How would you do?

1. The idea of self-government is in the first three words of the Constitution. What are these words?
2. What do we call the first ten amendments to the Constitution?
3. How many amendments does the Constitution have?
4. What is the economic system in the United States?
5. Who is in charge of the executive branch?
6. What are the two parts of the U.S. Congress?
7. How many U.S. Senators are there?
8. Who is one of your state's U.S. Senators now?
9. What is the name of the Vice President of the United States now?
10. How many justices are on the Supreme Court?



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Name: _____ Day & Time: _____ Due Date: _____

***They Poured Fire on Us from the Sky* Pre-Reading Guide**

Use the internet to answer the questions below about the setting for the book, which is the Second Sudanese Civil War.

1. Where is Sudan located on the map below? Circle it with a pen or highlighter.



2. During which years did the war take place? _____

3. How many people died? _____

As a result of the civil war, South Sudan gained its independence in 2011. Use the CIA World Factbook website to look up the following facts about “People and Society” in South Sudan.

4. What is the largest ethnic group? _____
5. What is the official language? _____
6. What religions are practiced in South Sudan? _____
7. What is the median age? _____ (For comparison, in the U.S. it is 37.8 years).
8. What is the contraceptive (birth control) prevalence? _____ % (76.4% in the U.S.)

9. What is the percentage of children under 5 who are underweight? _____ % (.5% in the U.S.)
10. What is the literacy rate? _____ %

Name: _____ Day & Time: _____ Due Date: _____



***They Poured Fire on Us from the Sky* Anticipation Guide**



Directions: In anticipation of reading *They Poured Fire on Use from the Sky*, decide whether you agree or disagree with each statement below. Support your answer with a brief explanation. Be prepared to discuss your position on these issues with your classmates.

Statement	Agree or Disagree	Explanation
The United States military should not intervene in conflicts in other countries.		
The United States government should send humanitarian aid to help civilians in countries that are in conflict.		
The United States should limit the number of refugees that it accepts.		
Immigrants have a negative impact on the U.S. economy.		
Immigrants who enter the country illegally should be given a “pathway” to citizenship rather than being deported.		

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Name: _____ Due Date: _____

Extra Credit Interview

The goals of this assignment are to reflect on some of the themes and issues being discussed as part of this unit, make contact with someone from another culture, and learn about his or her experience as an immigrant in the United States.

Requirements

1. Find someone who immigrated to the United States at the age of 14 or older who is willing to discuss his or her experience with you.
2. Prepare your interview questions in advance. Open-ended questions will work best (Where did you grow up? When did you move to the United States?). Prepare more questions than what you think you will need. Being over-prepared is better than being under-prepared!
3. As you conduct your interview, take notes. Alternatively, you may ask to record the interview. You may need to ask follow-up questions to encourage your interviewee to share more information: Can you tell me more about that? What was that like?
4. Write a 2-page paper in MLA format summarizing what you learned during the interview.

	Points Possible	Points Earned
Content: Reflects the themes and issues discussed in class and is organized logically.	14	
Free of grammar, spelling, and punctuation errors that interfere with the message	2	
Follows guidelines for MLA Format (heading, header, title, margins and double-spacing)	2	
Total	20	

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They Poured Fire on Us from the Sky Literature Circle

Group Member Information

Group Member Name	Contact Info. (Email/Phone)

Reading Assignments

	Pages	Due Date	Role
1	3-72		
2	73-153		
3	154-224		
4	227-311		

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SUMMARIZER

Name: _____ Date: _____ Pages: _____

Your job is to prepare a brief but thorough summary of the reading (list page numbers). Your group discussion will start with your 1-2 minute statement that covers the key events and main highlights of the reading assignment. You may use complete sentences in the form of a paragraph or bullet points.

Individual Grade ____/6
Group Grade ____/20

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DISCUSSION DIRECTOR

Name: _____ Date: _____ Pages: _____

Your job is to create questions to lead your group in discussion about the reading (list page numbers when referring to events in the book). Write questions that will really make your group think. The best discussion questions usually come from your own thoughts, feelings, and concerns as you read. You need to know your own answers to these questions before your group meets. *Remember that your questions should have answers that cannot be found in the book.* Avoid questions that can be answered with just yes/no.

Sample Questions: What was going through your mind when you read ...? How did you feel when...? What surprised you about this (specific pages) section of the book? What do you predict will happen in the next section of the book? What would happen if...? Should...? What do you think the author meant by...?

Remember to get each person's input/answer to your questions!

1.

2.

3.

4.

Individual Grade ____/4
Group Grade ____/20

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CHARACTER ANALYZER

Name: _____ Date: _____ Pages: _____

Your job is to choose a character that plays a key role in this reading assignment (one that has not been analyzed in a previous meeting) and discuss his/per qualities. *Use examples or quotes from the book to support your answers (list page numbers from this reading assignment).* You do not need to use complete sentences.

Physical Characteristics

What does this character look like? If you cannot find a description, what do you imagine him/her to look like and why?

Personality Traits

What do we know about this character's personal qualities?

Character's Name

In His/Her Own Words

Find one important thing the character said. Then, explain why the quote is significant.

Quote:

Importance:

Reactions of Others

How do other characters feel about this character?

Individual Grade ____/4
Group Grade ____/20

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RESEARCHER

Name: _____ Date: _____ Pages: _____

Your job is to choose three historical, cultural, or sociological references from the assigned reading to research (list page numbers) using an internet source other than Wikipedia in order to help your group members gain a better understanding of these topics. Use bullet points rather than complete sentences. Include the source that you used (Note: "Google" is not a source!).

Topic and Page Number	What did your research reveal about the topic? (Include your source.)

Individual Grade ___/6
Group Grade ___/20

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Name: _____ Day & Time: _____ Due Date: _____

Analyze an Argument Worksheet #1

1. Article Information (Author, Title):
2. What is the message or thesis? Sum it up in 1 or 2 sentences.

What are at least 3 key points? Write in complete sentences.

- 3.
- 4.
- 5.
6. Who is the audience (be specific)?
7. What do you know about the author? What are his/her credentials or expertise? Why is he/she concerned?
8. Is he/she credible/trustworthy? Why or why not?

What are two counter-arguments that could be made? In other words, what are two objections that could be raised?

- 9.
- 10.

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Name: _____ Day & Time: _____ Due Date: _____

Analyze an Argument Worksheet #2

1. Article Information (Author, Title):
2. What is the message or thesis? Sum it up in 1 or 2 sentences.

What are at least 3 key points? Write in complete sentences.

- 3.
- 4.
- 5.
6. Who is the audience (be specific)?
7. What do you know about the author? What are his/her credentials or expertise? Why is he/she concerned?
8. Is he/she credible/trustworthy? Why or why not?

What are two counter-arguments that could be made? In other words, what are two objections that could be raised?

- 9.
- 10.

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Name: _____ Day & Time: _____ Due Date: _____

Analyze an Argument Worksheet #3

11. Article Information (Author, Title):

12. What is the message or thesis? Sum it up in 1 or 2 sentences.

What are at least 3 key points? Write in complete sentences.

13.

14.

15.

16. Who is the audience (be specific)?

17. What do you know about the author? What are his/her credentials or expertise? Why is he/she concerned?

18. Is he/she credible/trustworthy? Why or why not?

What are two counter-arguments that could be made? In other words, what are two objections that could be raised?

19.

20.

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Could Your Child Have Too Much Self-Esteem?

By David Sack, M.D.

"The Blog," *Huffington Post*

August 23, 2012

"I'm good enough, I'm smart enough and doggone it, people like me." Once good for a late-night laugh courtesy of *Saturday Night Live's* satirical self-help show called "Daily Affirmation with Stuart Smalley," this catchphrase could sum up the thinking of an entire generation.

The product of a "self-esteem movement" in education, many children born between 1982 and 2002 have grown up believing they can do no wrong. Many parents, perhaps fearful of raising a drug addict, underachiever or criminal, avoided all criticism and looked for every possible reason -- even no reason at all -- to praise their child. For fear of damaging a child's self-esteem, grades became inflated and honor roll was no longer a hard-won distinction but a blanket honor bestowed on all children.

What's wrong with helping children feel good about themselves? Nothing, if high self-esteem is based on positive behaviors and genuine accomplishments. But for too many children, their self-image has been falsely inflated and the good intentions of their parents fouled by their children's personal, social and academic failure.

Good Parenting Gone Bad

We have long believed that low self-esteem is to blame for many of society's ills, from academic failure to high-risk behaviors such as substance abuse and unprotected sex. But the past two decades of research suggest that low self-esteem may not be as destructive as we once thought, and high self-esteem can be equally problematic. In fact, our modern emphasis on praise may be contributing to a generation of self-obsessed, irresponsible and unmotivated kids.

Roy Baumeister, a professor of social psychology at Florida State University, found that criminals and drug abusers actually have higher self-esteem than the general population. Other researchers have found that bullies think fairly highly of themselves and may even see themselves as superior to their classmates.

According to Allan Josephson, M.D., chairman of the Family Committee of the American Association of Child and Adolescent Psychiatry, children are more likely to act selfishly if they are either undervalued or overvalued. Those who depend on outside praise to feel good about themselves tend to struggle later in life when teachers, employers and friends do not shower them with compliments.

Parenting in the Middle Ground

As with most parenting challenges, we are called upon to strike an all-too-elusive balance between two extremes: the tough love approach, typified by "tiger mom" Amy Chua, who advocates criticism, corporal punishment and name-calling of children who must earn their self-esteem through accomplishments, and the phony praise approach, common among some modern American parents, who cheer their children on whether they've earned it or not.

There's more to effective parenting than either extreme offers. Here are a few ways to find the middle ground:

Keep it Real. High self-esteem isn't a problem -- it's false self-esteem that knocks kids off course. Instead of applauding your child's every move, reserve your praise for noteworthy accomplishments and behaviors. Praise should go beyond accomplishments to include personality traits that make your child who they are, such as being a good friend, telling the truth and working hard.

When you do praise your child, be specific and focus on effort rather than the end result. Telling your child you're proud of all the effort they put in to getting an A on their test is more helpful than saying, "You're so smart." Knowing exactly what they did well will enhance your child's sense of self-worth.

Encourage Strategic Risk-Taking. Self-esteem forms when children challenge themselves. Create opportunities for your child to try new things, and when fears and setbacks arise, encourage them to keep trying rather than giving up or rescuing them.

Acknowledge Strengths and Weaknesses. Children need to know that everyone has strengths and weaknesses. If you pretend your child is great at everything, this may artificially inflate their ego or send the message that perfection is expected -- a set-up for low self-esteem.

Embrace Mistakes. Overprotective parents do a disservice to their children's self-esteem. From mistakes and setbacks children develop resiliency and faith that they are worthy even if they don't always "win." Share your own stories of overcoming obstacles and work through problems with your child so they can be successful next time.

Love Unconditionally. Self-esteem flourishes when children know that you will always love and accept them (though you may not always like their behavior or decisions). This message comes through clearly when parents are generous with their affection and listen attentively to their children's thoughts and feelings.

Reward Social Success. True self-esteem stems from close ties with other people. A 2012 study shows that positive social relationships during youth are better predictors of adult happiness than academic success or financial prosperity. In addition to reinforcing a child's intellect or athleticism, celebrate their ability to empathize with or help others and encourage them to participate in activities that build social connections.

Avoid Comparisons. Your child needs to be respected for their individual talents and abilities. Resist the temptation to compare your child to their friends or siblings, even if the message is positive. Instead, emphasize your child's strengths and help them work on their weak spots.

Set Realistically-High Expectations. Children do best when they know what is expected of them. Set clear rules and consequences and follow through when a rule is broken. This predictability lets kids know that discipline and constructive criticism aren't personal attacks but violations of pre-established rules.

The Byproduct of a Healthy Relationship

The so-called "self-esteem movement" is not a complete abomination. Kids should feel "good enough" and "smart enough," so long as those sentiments don't cross the line into "better than" or "smarter than," particularly if they're not based on genuine accomplishments and abilities. As parents, this is one area where we can start taking it easy -- no more nurturing self-esteem for its own sake but instead doing the things that naturally build self-esteem, like spending quality time as a family.

A Whisper of AIDS: Address To The Republican National Convention

By Mary Fisher, AIDS Activist

August 19, 1992 in Huston, TX

Less than three months ago, at platform hearings in Salt Lake City, I asked the Republican Party to lift the shroud of silence which has been draped over the issue of HIV/AIDS. I have come tonight to bring our silence to an end.

I bear a message of challenge, not self-congratulation. I want your attention, not your applause. I would never have asked to be HIV-positive. But I believe that in all things there is a good purpose, and so I stand before you and before the nation, gladly.



The reality of AIDS is brutally clear. Two hundred thousand Americans are dead or dying; a million more are infected. Worldwide forty million, or sixty million or a hundred million infections will be counted in the coming few years. But despite science and research, White House meetings and congressional hearings, despite good intentions and bold initiatives, campaign slogans and hopeful promises-despite it all, it's the epidemic which is winning tonight.

In the context of an election year, I ask you-here, in this great hall, or listening in the quiet of your home-to recognize that the AIDS virus is not a political creature. It does not care whether you are Democrat or Republican. It does not ask whether you are black or white, male or female, gay or straight, young or old.

Tonight, I represent an AIDS community whose members have been reluctantly drafted from every segment of American society. Though I am white and a mother, I am one with a black infant struggling with tubes in a Philadelphia hospital. Though I am female and contracted this disease in marriage, and enjoy the warm support of my family, I am one with the lonely gay man sheltering a flickering candle from the cold wind of his family's rejection.

This is not a distant threat; it is a present danger. The rate of infection is increasing fastest among women and children. Largely unknown a decade ago, AIDS is the third leading killer of young-adult Americans today-but it won't be third for long. Because, unlike other diseases, this one travels. Adolescents don't give each other cancer or heart disease because they believe they are in love. But HIV is different and we have helped it along. We have killed each other-with our ignorance, our prejudice, and our silence.

We may take refuge in our stereotypes but we cannot hide there long. Because HIV asks only one thing of those it attacks: Are you human? And this is the right question: Are you human? Because people with HIV have not entered some alien state of being. They are human. They have not earned cruelty and they do not deserve meanness. They don't benefit from being isolated or treated as outcasts. Each of them is exactly what God made: a person. Not evil, deserving of our judgment; not victims, longing for our pity. People. Ready for support and worthy of compassion.

My call to you, my Party, is to take a public stand no less compassionate than that of the President and Mrs. Bush. They have embraced me and my family in memorable ways. In the place of judgment, they have shown affection. In difficult moments, they have raised our spirits. In the darkest hours, I have seen them reaching not only to me, but also to my parents, armed with that stunning grief and special grace that comes only to parents who have themselves leaned too long over the bedside of a dying child.

With the President's leadership, much good has been done; much of the good has gone unheralded; as the President has insisted, "Much remains to be done."

But we do the President's cause no good if we praise the American family but ignore a virus that destroys it. We must be consistent if we are to be believed. We cannot love justice and ignore prejudice, love our children and fear to teach them. Whatever our role, as parent or policy maker, we must act as eloquently as we speak-else we have no integrity.

My call to the nation is a plea for awareness. If you believe you are safe, you are in danger. Because I was not hemophiliac, I was not at risk. Because I was not gay, I was not at risk. Because I did not inject drugs, I was not at risk.

My father has devoted much of his lifetime to guarding against another holocaust. He is part of the generation who heard Pastor Niemoeller come out of the Nazi death camps to say, "They came after the Jews and I was not a Jew, so I did not protest. They came after the Trade Unionists, and I was not a Trade Unionist, so I did not protest. They came after the Roman Catholics, and I was not a Roman Catholic, so I did not protest. Then they came after me, and there was no one left to protest."

The lesson history teaches is this: If you believe you are safe, you are at risk. If you do not see this killer stalking your children, look again. There is no family or community, no race or religion, no place left in America that is safe. Until we genuinely embrace this message, we are a nation at risk.

Tonight, HIV marches resolutely towards AIDS in more than a million American homes, littering its pathway with the bodies of the young. Young men. Young women. Young parents. Young children. One of the families is mine. If it is true that HIV inevitably turns to AIDS, then my children will inevitably turn to orphans.

My family has been a rock of support. My 84-year-old father, who has pursued the healing of the nations, will not accept the premise that he cannot heal his daughter. My mother has refused to be broken; she still calls at mid-night to tell wonderful jokes that make me laugh. Sisters and friends, and my brother Phillip (whose birthday is today)-all have helped carry me over the hardest places. I am blessed, richly and deeply blessed, to have such a family.

But not all of you have been so blessed. You are HIV-positive but dare not say it. You have lost loved ones, but you dared not whisper the word AIDS. You weep silently; you grieve alone.

I have a message for you: It is not you who should feel shame, it is we. We who tolerate ignorance and practice prejudice, we who have taught you to fear. We must lift our shroud of silence, making it safe for you to reach out for compassion. It is our task to seek safety for our children, not in quiet denial but in effective action.

Some day our children will be grown. My son Max, now four, will take the measure of his mother; my son Zachary, now two, will sort through his memories. I may not be here to hear their judgments, but I know already what I hope they are.

I want my children to know that their mother was not a victim. She was a messenger. I do not want them to think, as I once did, that courage is the absence of fear; I want them to know that courage is the strength to act wisely when most we are afraid. I want them to have the courage to step forward when called by their nation, or their Party, and give leadership-no matter what the personal cost. I ask no more of you than I ask of myself, or of my children.

To the millions of you who are grieving, who are frightened, who have suffered the ravages of AIDS firsthand: Have courage and you will find comfort.

To the millions who are strong, I issue this plea: Set aside prejudice and politics to make room for compassion and sound policy.

To my children, I make this pledge: I will not give in, Zachary, because I draw my courage from you. Your silly giggle gives me hope. Your gentle prayers give me strength. And you, my child, give me reason to say to America, "You are at risk." And I will not rest, Max, until I have done all I can to make your world safe. I will seek a place where intimacy is not the prelude to suffering.

I will not hurry to leave you, my children. But when I go, I pray that you will not suffer shame on my account.

To all within sound of my voice, I appeal: Learn with me the lessons of history and of grace, so my children will not be afraid to say the word AIDS when I am gone. Then their children, and yours, may not need to whisper it at all.

God bless the children, and bless us all.

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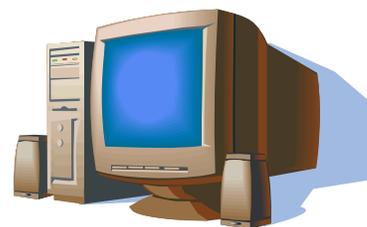
Evaluating Web Information

The more questions you can answer below, the more reliable the web site.

WHO is the author of the information?

WHO is the host or sponsor of the web site?

- *What information do they provide about themselves?*
- *Can you contact them? Is there an e-mail or street address?*
- *If you can't tell who is behind it...don't use it!*



WHY was the site created? Does it have a specific purpose?

- *Does it state a purpose or mission? What is it? To sell? To inform? To persuade? Other? (Look for an "About Us" link.)*
- *What type of site is it? (.com = commercial, .gov = government, .org = non-profit organization, .edu = educational, .net = network)*

WHAT is the point of view?

- *What is the bias or slant? Bias is the point of view.*
- *Are there links to other viewpoints? Does it present 2 sides of the issue?*

HOW credible is the source?

- *Does the author or organization have expertise on the topic? What education, degrees, or work experience does the author have?*
- *Who is the intended audience? College students? Consumers? Children?*
- *Is it scholarly—that is, written by a researcher or expert for a college or academic audience?*
- *Are the sources credited with a bibliography, works cited list, or references?*
- *Are there any obvious errors or misinformation? If so, don't use it.*
- *Is it a collaborative site such as Wikipedia to which anyone can post or edit information? If so, it should NOT be used for scholarly research.*
- *Is it a social networking site like Facebook? If so, it should NOT be used for scholarly research unless your research topic is related to social networking.*

WHEN was it last updated?

- *Is the information current? When was it last revised? What is the copyright date?*
- *Are there many broken links?*

WHERE can I find more information?

What can you find out about the author or site using other Internet sources or library reference materials? Some suggestions are Librarians' Internet Index (www.iii.org), Contemporary Authors, Gale Literature Resource Center, Encyclopedia of Associations, and Magazines for Libraries.

The 5 W's of Website Evaluation

WHO

Who wrote the pages and are they an expert?
Is a biography of the author included?
How can I find out more about the author?

WHAT

What does the author say is the purpose of the site?
What else might the author have in mind for the site?
What makes the site easy to use?
What information is included and does this information differ from other sites?

WHEN

When was the site created?
When was the site last updated?

WHERE

Where does the information come from?
Where can I look to find out more about the sponsor of the site?

WHY

Why is this information useful for my purpose?
Why should I use this information?
Why is this page better than another?

Name: _____ Day & Time: _____ Due Date: _____

Website Evaluation Activity

Respond to all questions to evaluate whether two different internet articles are appropriate to use for research.

Web Article #1: _____

Authority and Credibility	
Tip: Look at the bottom of the page, "About Us," "FAQ," "Background," and/or "Biography."	
Is it clear who the author(s) is/are?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are credentials listed for the author(s)? If so, describe them below: _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is the website affiliated with a well-known or trustworthy organization/institution? If so, what is the name of the organization? _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is any contact information (email, phone number, and/or address) provided? Which form of contact is provided? <input type="checkbox"/> email <input type="checkbox"/> phone number <input type="checkbox"/> address	<input type="checkbox"/> Yes <input type="checkbox"/> No
Read the first couple paragraphs. Does the website appear to be written professionally, using scholarly language and without grammar, spelling, or punctuation errors?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the website cite reference sources for its information?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Purpose and Objectivity	
Tip: Look at the URL ending, "About Us," and/or "Mission Statement" as well as the general appearance of the site.	
Does this website have an .edu, .org, or .gov ending in its URL? What type of site is this? <input type="checkbox"/> educational <input type="checkbox"/> non-profit <input type="checkbox"/> government <input type="checkbox"/> commercial	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does this website avoid presenting one-sided information? In your own words, what is the purpose of this website? _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does this website avoid using inflammatory language that would indicate bias? If not, what examples do you see? _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the website avoid advertising?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If there are links to other websites, are they reliable sources? Provide an example below: _____	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Currency	
Tip: Look for any dates that appear on the page, including a copyright at the bottom of the page.	
Does the website state when the information was posted, updated, or copyrighted? If so, is it recent? Explain: _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is this information up to date?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are all links being maintained? (Look for "broken" links.)	<input type="checkbox"/> Yes <input type="checkbox"/> No

Evaluation Summary: Is this article an academic source appropriate for college research? Which characteristics were most persuasive in reaching your conclusion?

Web Article #2: _____

Authority and Credibility	
Tip: Look at the bottom of the page, "About Us," "FAQ," "Background," and/or "Biography."	
Is it clear who the author(s) is/are?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are credentials listed for the author(s)? If so, describe them below: _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is the website affiliated with a well-known or trustworthy organization/institution? If so, what is the name of the organization? _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is any contact information (email, phone number, and/or address) provided? Which form of contact is provided? <input type="checkbox"/> email <input type="checkbox"/> phone number <input type="checkbox"/> address	<input type="checkbox"/> Yes <input type="checkbox"/> No
Read the first couple paragraphs. Does the website appear to be written professionally, using scholarly language and without grammar, spelling, or punctuation errors?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the website cite reference sources for its information?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Purpose and Objectivity	
Tip: Look at the URL ending, "About Us," and/or "Mission Statement" as well as the general appearance of the site.	
Does this website have an .edu, .org, or .gov ending in its URL? What type of site is this? <input type="checkbox"/> educational <input type="checkbox"/> non-profit <input type="checkbox"/> government <input type="checkbox"/> commercial	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does this website avoid presenting one-sided information? In your own words, what is the purpose of this website? _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does this website avoid using inflammatory language that would indicate bias? If not, what examples do you see? _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the website avoid advertising?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If there are links to other websites, are they reliable sources? Provide an example below: _____	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Currency	
Tip: Look for any dates that appear on the page, including a copyright at the bottom of the page.	
Does the website state when the information was posted, updated, or copyrighted? If so, is it recent? Explain: _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is this information up to date?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are all links being maintained? (Look for "broken" links.)	<input type="checkbox"/> Yes <input type="checkbox"/> No

Evaluation Summary: Is this article an academic source appropriate for college research? Which characteristics were most persuasive in reaching your conclusion?

Role Model Project

We have spent a great deal of time discussing the characteristics that successful individuals share in common. This project will give you an opportunity to both learn more about someone who fits your definition of “success” and apply the research skills that you have been developing. This should be a public personality who you identify as a role model and inspires you in some way. This may be, for example, someone who is highly regarded in your chosen career field, such as a well-known educator, scientist, or artist, or it may be a political or historical figure, musician or athlete.

PROJECT GOALS AND REQUIREMENTS

1. You must use a minimum of **3 academic sources**, including a chapter from a BC library book, a periodical article from *Gale Biography in Context*, and 1 website that is appropriate for academic research.
2. **Print/photocopy** and **annotate each of your sources** using multiple annotating strategies. **(15 points)**
3. Complete a **worksheet for each source**. **(15 points)**
4. Communicate the information that you gathered and your personal reflections in a **2-3 page report** in which you demonstrate your scholarship and professionalism by citing all information taken from outside sources (direct quotes, paraphrase, and summary) using **in-text (parenthetical) citations** and including a correctly-formatted **works cited page**. **Your report and works cited page must be submitted to turnitin.com! (50 points)**
5. Complete the **Self-Scoring Checklist**. **(5 points)**
6. Organize all of your work in a **report folder** with **tabs or dividers**. **(5 points)**

Worth 90 Points Total

Role Model Project—Project Resources



Library

Welcome to the Grace Van Dyke Bird Library

Find a Book

- [Bakersfield College Library Catalog](#)
- [Bakersfield College eBook Collection](#)

Book

Find Books & Articles

- [EBSCO Discovery Service](#)

Find an Article

- [EBSCOhost](#)
- [Gale Academic OneFile](#)
- [Gale Biography in Context](#)
- [Gale Literature Resource Center](#)
- [Gale Opposing Viewpoints](#)
- [CQ Researcher](#)
- [JSTOR](#)
- [EBSCO Applied Science & Technology Source](#)
- [Oxford Music Online](#)
- [EBSCO Newspaper Source Plus](#)
- [EBSCO Auto Repair Reference Center](#)
- [Digital New York Times and L.A. Times](#)
- [Serials Solutions](#)
- [EBSCO Full Text Finder](#)

Periodical

Library

- Find an Article
- [Search the Internet](#)
- Workshops & Tutorials
- Cite it Right
- FAQs & Guidelines
- Contact Us
- Cerro Visiting Authors
- Grace Van Dyke Bird
- BC Archives

Hours

May 16 – June 12
 MTWTh: 9:00AM to 5:00PM
 F/Sat/Sun: Closed
 Additional Closures: May 30

June 13 – July 31
 MTWTh: 7:30AM to 6:00PM
 F/Sat/Sun: Closed
 Additional Closures: July 4

Delano Center Library

May 16 – June 12
 Closed

June 13 – July 31
 M: Closed
 T: 10:00AM to 5:00PM
 W: 10:00AM to 6:00PM
 Th/F/Sat/Sun: Closed
 Additional Closures: July 4 – July 8



Search the Internet

[Subject Directory](#) [Search Tools](#) [Quick Links](#) [Websites for Classes](#)

Useful Internet Resources

Please select a category to view resources for that category:

African Americans	Current Issues	Immigration	Periodicals
Agriculture	Deaf Culture	Jobs	Plays
Almanacs	Design	Journals	Philosophy
ASL	Dictionaries	Kern County	Politics
Anatomy	Economics	Law	Pop Culture
Anthropology	Education	Literature	Psychology
Art & Design	Encyclopedias	Local & California	Religion
Asian Americans	Ethnic Studies	Magazines	Research Institutes
Astronomy	Fairy Tales	Mathematics	Sciences
Awards & Prizes	Financial Aid	Media	Sociology
Biography	Environmental Science	Medicine	Statistics
Biology & Botany	Geography	Minority Studies	Tax Information
Business	Government	Monologues	Technology
California			
Careers & Jobs			

Do not use Wikipedia.org. It is not an academic source.

Website

Role Model Project—Book Worksheet

Click on the “Bakersfield College Library Catalog” link on the BC library homepage. Do a “subject begins with” search to find a book. If you cannot find a book about your role model, consider visiting the library and asking a librarian to recommend an encyclopedia or other reference book. Alternatively, you may use a book on a topic related to your role model. For example, I could use a book about anorexia if I were researching Victoria Beckham. Answer the questions on this handout. If you cannot find the answer to a question, write “N/A.”

What is the title of the book? Use italics or underlining and correct capitalization.

What is the call number?

Who is the author? _____

In what city was this book published? _____ (Note: If the city is not well known, include the state.)

Who is the publisher? _____

When was this book last published? _____

If this is a reference book, who is the editor? _____

If this is a reference book, what is the volume number? _____

What is the title of the chapter, heading, or section? Use quotations and correct capitalization.

What are the page numbers? _____

There is more to answer on the back!

Using complete sentences, what are three bits of information, in your own words, that you gained as a result of reading this article?

(Worth 5 points. Make additional copies if using more than one book source.)

Role Model Project—Periodical Worksheet

Click on the “Gale Biography in Context” link on the BC library homepage. Do a search to find periodical/journal articles. Answer the questions on this handout. If you cannot find the answer to a question, write “N/A.” If more than two answers cannot be found, choose a different article.

Under which heading did you find this article? (Academic Journals, Biographies, Featured Content, News, Magazines, etc.)

What is the title of the periodical? Use italics or underlining and correct capitalization.

What is the title of the article? Use quotations and correct capitalization.

Who is the author? _____

When was this article published? _____

Using complete sentences, what are three bits of information, in your own words, that you gained as a result of reading this article?

(Worth 5 points. Make additional copies if using more than one periodical source.)

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Role Model Project—Website Worksheet

Click on the “Search the Internet” tab on the BC library homepage. Use the subject categories to find a webpage article on the person you are researching. Answer the questions on this handout. If you cannot find the answer to a question, write “N/A.” If more than two answers cannot be found, choose a different webpage.

What subject link did you click on to access the webpage? _____

What is the title of the website? This is not necessarily the same as the address. Use italics or underlining and correct capitalization.

What is the title of the page/article? Use quotations and correct capitalization.

What organization is the website associated with?

Who is the author? _____

When was this article published or when was the last update? _____

Using complete sentences, what are three bits of information, in your own words, that you gained as a result of reading this article?

(Worth 5 points. Make additional copies if using more than one website source.)

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Role Model Project—Report Requirements

Part I: Brief Biography (1-2 Paragraphs)

- When was he/she born? When/how did he/she die? (if relevant)
- What was his/her family life like?
- What events were most influential in this shaping his/her character or interests?
- What conflicts did he/she overcome?
- Who was he/she inspired by?
- What were the main events in his/her life?



This section requires you to use outside sources and in-text citations.

Part II: Important Contributions (1-2 Paragraphs)

- What are his/her best-known accomplishments?
- How has he/she impacted the world?



This section requires you to use outside sources and in-text citations.

Part III: Personal Impressions (1-2 Paragraphs)

- Why did you choose this individual to research?
- How does he/she define “success”?
- Which of the habits of mind does he/she personify?
- What seems to be his/her life philosophy or motto? Why does it resonate with you?

Note: Remember to include topic sentences/main idea sentences to indicate the topic/purpose of each paragraph.

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Role Model Project—Self-Scoring Checklist

Directions: The purpose of this self-scoring checklist is to help students spot potential issues with their project before turning it in so that they can address those issues before it is graded. Once you believe you have finished your project, answer the questions below to verify that you have met the requirements for a **passing grade**. **The goal is to answer “yes” to each question.** If you answer “no” to any question, you are encouraged to fix that issue before turning in your project. For this reason, students should not wait until just before the project is due to complete this checklist. You may change your answers after making revisions. **Answer honestly since points will be deducted for incorrect responses.**

	Yes	No
Did you print/photocopy and annotate each source completely using multiple annotating strategies? (highlighting, underlining, writing notes in the margins, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Did you complete a worksheet for each source ?	<input type="checkbox"/>	<input type="checkbox"/>
Is your report at least 2 <u>full</u> pages but not more than 3 pages ?	<input type="checkbox"/>	<input type="checkbox"/>
Did you use information from a BC library book in your report?	<input type="checkbox"/>	<input type="checkbox"/>
Did you use information from a periodical article found using <i>Gale Biography in Context</i> in your report?	<input type="checkbox"/>	<input type="checkbox"/>
Did you use information from a website in your report?	<input type="checkbox"/>	<input type="checkbox"/>
Did you include a brief biography in your report?	<input type="checkbox"/>	<input type="checkbox"/>
Did you discuss this person’s important contributions in your report?	<input type="checkbox"/>	<input type="checkbox"/>
Did you give your personal impressions in your report?	<input type="checkbox"/>	<input type="checkbox"/>
Did you include in-text citations consistent with MLA formatting guidelines <u>each time</u> you quoted, paraphrased, or summarized information that came from any outside source?	<input type="checkbox"/>	<input type="checkbox"/>
Did you include a works cited page consistent with MLA formatting guidelines ?	<input type="checkbox"/>	<input type="checkbox"/>
Did you submit your report and works cited page to turnitin.com ? (Projects that are not submitted to turnitin.com will not be graded.)	<input type="checkbox"/>	<input type="checkbox"/>

(Worth 5 points.)

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Name: _____ Due Date _____

Role Model Project—Scoring Sheet

	Points Possible	Points Earned
Report and Works Cited Page (See rubric on reverse side of this handout.)	50	_____
Annotated Sources (5 points each—Must include a variety of annotating strategies. Include all additional sources as well.)		
<input type="checkbox"/> Chapter from a BC library book	15	_____
<input type="checkbox"/> Periodical article from <i>Gale Biography in Context</i>		
<input type="checkbox"/> Website (not Wikipedia)		
Source Worksheets (5 points each—Include additional copies if more than 3 sources are used.)		
<input type="checkbox"/> Book Worksheet	15	_____
<input type="checkbox"/> Periodical Worksheet		
<input type="checkbox"/> Website Worksheet		
Self-Scoring Checklist	5	_____
Organization		
• Report folder	5	_____
• Tabs		
• This scoring sheet left loose		
Extra Credit: PowerPoint or Prezi presentation	+5	_____
Extra Credit: Meet with a consultant in the Writing Center	+ 5	_____
Late Penalty (-9 points per class period)	-9 *	_____
Total	90	_____
A = 81-90 B = 72-80 C = 63-71 D = 54-62 F = 0-53		

Report Grading Rubric

		A	B	C	D	F
Organization and Support	Focus on the individual is maintained throughout the essay.					
	All aspects of assignment are addressed effectively: brief biography, important contributions, personal impressions.					
	Contains focused paragraphs with effective topic sentences/main ideas and logical progression of ideas.					
	Transitions between ideas and paragraphs are smooth.					
	Direct quotes are used sparingly and effectively integrated into student's writing.					
MLA Format	Report is formatted according to MLA guidelines (header, heading, title, spacing)					
	Correct in-text citations are provided each time information from an outside source is included. No plagiarism present.					
	All sources used in the report are listed on the works cited page.					
	All sources listed on the works cited page are cited in the report.					
	Works cited page is formatted according to MLA guidelines (title, header, spacing, hanging indent, alphabetical order)					
	Citations on the works cited page follow correct MLA formatting guidelines.					
Selection of Research Materials	At least 3 sources used: BC library book chapter, periodical article from <i>Gale Biography in Context</i> , academic website.					
	Sources are well-suited for the assignment and used effectively.					
Grammar, Mechanics, and Style	Correct grammar, punctuation, and spelling are used.					
	Advanced, academic vocabulary is used.					
	Third person point of view is primarily used.					

Comments:

Contemporary Issue Project

There are many significant contemporary and controversial issues worth examining. In this final project, you will choose one particular issue, ideally one that both interests and concerns you, one you truly care about. However, you might choose an issue that you do not understand in an effort to find out more about it. In any case, keep an open mind; challenge your own attitudes and expectations!

PROJECT GOALS AND REQUIREMENTS

1. Identify an issue that concerns you and investigate that issue from various viewpoints. You must use a minimum of **4 academic sources, including a BC library book chapter, a periodical article from a BC library database, and 2 websites** that are appropriate for academic research.
2. **Print/photocopy and annotate each of your sources** using multiple annotating strategies. **(20 points)**
3. Complete a **Website Evaluation Activity** for your website sources. **(10 points)**
4. Communicate the information that you gathered and your personal reflections in a **3-4 page essay** in which you demonstrate your scholarship and professionalism by citing all information taken from outside sources (direct quotes, paraphrase, and summary) using **in-text (parenthetical) citations** and including a correctly-formatted **works cited page. Your essay and works cited page must be submitted to turnitin.com! (100 points)**
5. Complete the **Self-Scoring Checklist. (5 points)**
6. Organize all of your work in a **report folder with tabs or dividers. (5 points)**

Worth 140 Points Total

ESSAYS MUST MEET THE REQUIREMENTS BELOW IN ORDER TO RECEIVE A PASSING GRADE!

- REFERENCE A MINIMUM OF FOUR SOURCES (INCLUDING A LIBRARY BOOK CHAPTER, A PERIODICAL ARTICLE, AND TWO APPROPRIATE WEBSITES)
- INCLUDE IN-TEXT (PARENTHETICAL) CITATIONS FOR ALL INFORMATION GIVEN FROM OUTSIDE SOURCES
- INCLUDE A WORKS CITED PAGE THAT LISTS ALL OUTSIDE SOURCES



Contemporary Issue Project—Tips for Choosing an Issue

- A **topic** is not the same as an **issue**. A topic is a general subject whereas an issue is a question that is in dispute.

Topic	Issue
<i>Dispensing birth control in high schools</i>	<i>Should high schools have the legal right to sell/provide birth control?</i>
<i>Trying minors as adults</i>	<i>Should minors be tried as adults?</i>
<i>Lowering the drinking age</i>	<i>Should the U.S. have a lower drinking age?</i>
<i>Stem cell research</i>	<i>Should the federal government fund stem cell research?</i>
<i>Same sex marriage</i>	<i>Should same sex marriage be legally protected?</i>
<i>Random, mandatory drug testing for welfare recipients</i>	<i>Should welfare recipients be legally required to submit to random, mandatory drug testing in order to continue receiving benefits?</i>
<i>Motorcycle helmet laws</i>	<i>Should helmets be mandatory for motorcyclists?</i>

- Frame your issue as a **yes/no question** rather than an open-ended question (what, why, how, etc.).

✓ This	<i>Should junk food be banned in Bakersfield public schools?</i> (There are two sides to this issue: a pro side, which would answer “yes,” and a con side, which would answer “no.”)
✗ Not This	<i>What health conditions can be caused by eating junk food?</i> (This issue is not controversial. The answer to this question is simply factual.)

- Your issue should be **debatable**. In other words, it should be something that reasonable people may disagree on.

✓ This	<i>Is spanking an effective method for disciplining children under the age of 5?</i> (Not everyone agrees that spanking is an appropriate means of disciplining children.)
✗ Not This	<i>Is child abuse is wrong?</i> (No reasonable person would argue that child abuse is <u>not</u> wrong. Therefore, it is not controversial.)

- Do not state your issue in **moral terms**.

✓ This	<i>Are abstinence-only sex education programs an effective means of preventing teenage pregnancy?</i>
✗ Not This	<i>Should people wait until they are married to have sex?</i> (This is a moral issue that would be difficult to argue logically.)

- Your issue should be **narrow and focused**. Do not choose an issue that is too broad for this limited assignment.

✓ This	<i>Is constructing a fence along the Mexican border a cost-effective means of controlling illegal immigration?</i>
✗ Not This	<i>Is illegal immigration a problem?</i> (This issue is simply too large to adequately research in a few weeks.)

Contemporary Issue Project—Approved Issues

Student Success

- Should tablets replace textbooks in K-12 schools?
- Should a college education be free in the United States?
- Should elementary school children be assigned homework?
- Should Common Core be abandoned?
- Should K-12 students be required to wear uniforms?
- Are dress codes necessary in high school?
- Should students who are struggling be required to repeat that grade?
- Should students in K-12 be given more time to play?
- Should schools in the United States abandon the traditional grading system?
- Should test scores be used to evaluate teacher performance?
- Is there too much emphasis on test scores in K-12 schools?
- Should American parents be more involved in their children's education?

Crime and Justice

- Should felons who have served their sentence be allowed to vote?
- Does physician-assisted capital punishment violate the Hippocratic Oath?
- Is the death penalty more cost effective than requiring someone to serve a life sentence?
- Do mandatory minimum sentencing laws reduce crime?
- Should juveniles who commit violent crimes be tried as adults?
- Do police officers use deadly force too often?
- Should police officers be required to wear body cameras?
- Should drug offenders be diverted to rehabilitation programs instead of jail or prison sentences?
- Should inmates be allowed to keep televisions in their cells?
- Should marijuana be legalized for recreational use in California?
- Should prostitution be legalized in California?
- Should trial testimony be permitted by jailhouse informants?
- Should California be required to do more to address prison overcrowding?
- Should terrorist suspects have a right to Miranda warnings?
- Will stricter gun control laws save lives?
- Should students with appropriate licenses be allowed to carry guns on campus?

Global Inequality

- Should the United States accept refugees from Syria?
- Should the United States continue its use of drone strikes overseas?
- Should the United States government increase foreign aid spending?
- Should quotas for legal immigration be increased?
- Would increasing quotas for legal immigration decrease illegal immigration?
- Does illegal immigration benefit/harm the U.S. economy?
- Should illegal immigrants living in the United States be given constitutional rights?
- Should illegal immigrants living in the United States be permitted to apply for driver's licenses?

- Do illegal immigrants pay a fair share of taxes?
- Should employers of illegal immigrants face harsher penalties?
- Should illegal immigrants be given a “pathway” to citizenship?
- Should illegal immigrants already living in the United States be granted amnesty?
- If illegal immigrants have children who are U.S. citizens, should they be permitted to stay in the United States?
- Should the U.S. military patrol the border?
- Does illegal immigration pose a terrorism threat to the United States?
- Should privately run detention centers for illegal immigrants be shut down?
- Should government issued materials be printed only in English?
- Should the United States build a wall along the border?

Project Resources

Library
Welcome to the Grace Van Dyke Bird Library

Find a Book

- Bakersfield College Library Catalog
- Bakersfield College eBook Collection

Find an Article

- EBSCOhost
- Gale Academic OneFile
- Gale Biography in Context
- Gale Literature Resource Center
- Gale Opposing Viewpoints
- GO Researcher
- JSTOR
- EBSCO Applied Science & Techn
- Oxford Music Online
- EBSCO Newspaper Source Plus
- EBSCO Auto Repair Reference Center
- Digital New York Times and L.A. Times
- Serials Solutions
- EBSCO Full Text Finder

Book (arrow pointing to Find a Book)

Periodical (arrow pointing to Find an Article)

Home » Student Services » Library » Search the Internet

Library

- Find a Book
- Find an Article
- Search the Internet
- Workshops & Tutorials
- Cite it Right
- FAQs & Guidelines
- Contact Us
- Cerro Visiting Authors
- Grace Van Dyke Bird
- BC Archives

Search the Internet

Subject Directory Search Tools Quick Links Webs

Useful Internet Resources

Please select a category to view resources for that category:

African Americans	Current Issues	Horticulture	Native Americans
Agriculture	Dear Culture	Hot Topics	News
Almanacs	Design	Education	Periodicals
ASL	Dictionaries	Kern County	Plays
Anatomy	Economics	Law	Philosophy
Anthropology	Education		Politics
Art & Design	Encyclopedias		Pop Culture

Do not use Wikipedia.org or Debate.org. These are not academic sources.

Websites (arrow pointing to the table)

Hours

May 16 – June 12
MTWTh: 9:00AM to 5:00PM
F/Sat/Sun: Closed
Additional Closures: May 30

June 13 – July 31
MTWTh: 7:30AM to 6:00PM
F/Sat/Sun: Closed
Additional Closures: July 4

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Contemporary Issue Project—Website Evaluation Activity

Respond to all questions to demonstrate the websites that you have chosen for your project are appropriate for college research.

Web Article #1: _____

Authority and Credibility	
Tip: Look at the bottom of the page, “About Us,” “FAQ,” “Background,” and/or “Biography.”	
Is it clear who the author(s) is/are?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are credentials listed for the author(s)? If so, describe them below: _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is the website affiliated with a well-known or trustworthy organization/institution? If so, what is the name of the organization? _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is any contact information (email, phone number, and/or address) provided? Which form of contact is provided? <input type="checkbox"/> email <input type="checkbox"/> phone number <input type="checkbox"/> address	<input type="checkbox"/> Yes <input type="checkbox"/> No
Read the first couple paragraphs. Does the website appear to be written professionally, using scholarly language and without grammar, spelling, or punctuation errors?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the website cite reference sources for its information?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Purpose and Objectivity	
Tip: Look at the URL ending, “About Us,” and/or “Mission Statement” as well as the general appearance of the site.	
Does this website have an .edu, .org, or .gov ending in its URL? What type of site is this? <input type="checkbox"/> educational <input type="checkbox"/> non-profit <input type="checkbox"/> government <input type="checkbox"/> commercial	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does this website avoid presenting one-sided information? In your own words, what is the purpose of this website? _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does this website avoid using inflammatory language that would indicate bias? If not, what examples do you see? _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the website avoid advertising?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If there are links to other websites, are they reliable sources? Provide an example below: _____	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Currency	
Tip: Look for any dates that appear on the page, including a copyright at the bottom of the page.	
Does the website state when the information was posted, updated, or copyrighted? If so, is it recent? Explain: _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is this information up to date?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are all links being maintained? (Look for “broken” links.)	<input type="checkbox"/> Yes <input type="checkbox"/> No

Evaluation Summary: Is this article an academic source appropriate for college research? Which characteristics were most persuasive in reaching your conclusion?

Web Article #2: _____

Authority and Credibility	
Tip: Look at the bottom of the page, "About Us," "FAQ," "Background," and/or "Biography."	
Is it clear who the author(s) is/are?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are credentials listed for the author(s)? If so, describe them below: _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is the website affiliated with a well-known or trustworthy organization/institution? If so, what is the name of the organization? _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is any contact information (email, phone number, and/or address) provided? Which form of contact is provided? <input type="checkbox"/> email <input type="checkbox"/> phone number <input type="checkbox"/> address	<input type="checkbox"/> Yes <input type="checkbox"/> No
Read the first couple paragraphs. Does the website appear to be written professionally, using scholarly language and without grammar, spelling, or punctuation errors?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the website cite reference sources for its information?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Purpose and Objectivity	
Tip: Look at the URL ending, "About Us," and/or "Mission Statement" as well as the general appearance of the site.	
Does this website have an .edu, .org, or .gov ending in its URL? What type of site is this? <input type="checkbox"/> educational <input type="checkbox"/> non-profit <input type="checkbox"/> government <input type="checkbox"/> commercial	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does this website avoid presenting one-sided information? In your own words, what is the purpose of this website? _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does this website avoid using inflammatory language that would indicate bias? If not, what examples do you see? _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the website avoid advertising?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If there are links to other websites, are they reliable sources? Provide an example below: _____	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Currency	
Tip: Look for any dates that appear on the page, including a copyright at the bottom of the page.	
Does the website state when the information was posted, updated, or copyrighted? If so, is it recent? Explain: _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is this information up to date?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are all links being maintained? (Look for "broken" links.)	<input type="checkbox"/> Yes <input type="checkbox"/> No

Evaluation Summary: Is this article an academic source appropriate for college research? Which characteristics were most persuasive in reaching your conclusion?

(Worth 10 points.)

Contemporary Issue Project—Essay Requirements

Introduction to the Issue (1 Paragraph)

- What is the issue?
- How did you become aware of it?
- Why are you concerned/interested in this issue?

Historical Background (1-2 Paragraphs)

- What factors caused the issue?
- Which groups are involved?
- How has the issue evolved over time?
- What has been the environmental, social, or economic impact?



This section requires you to use outside sources and in-text citations.

Points of View (2-4 Paragraphs)

- What are the various arguments that have been made? (Be sure to focus equally on arguments made on both sides of the issue.)
- What support is offered for each argument?
- What solution has been tried?



This section requires you to use outside sources and in-text citations.

Reflection/Conclusion (1 Paragraph)

- What are your views on this issue?
- Which arguments do you find most persuasive and why?
- How have your views changed as a result of your research?

Notes:

- **This is a synthesis paper, not an argument paper. The focus is on exploring various points of view rather than picking a point of view to defend.**
- **Remember to include topic sentences/main idea sentences to indicate the topic/purpose of each paragraph.**

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Contemporary Issue Project—Self-Scoring Checklist

Directions: The purpose of this self-scoring checklist is to help students spot potential issues with their project before turning it in so that they can address those issues before it is graded. Once you believe you have finished your project, answer the questions below to verify that you have met the requirements for a **passing grade**. **The goal is to answer “yes” to each question.** If you answer “no” to any question, you are encouraged to fix that issue before turning in your project. For this reason, students should not wait until just before the project is due to complete this checklist. You may change your answers after making revisions. **Answer honestly since points will be deducted for incorrect responses.**

	Yes	No
Did you print/photocopy and annotate each source completely using multiple annotating strategies? (highlighting, underlining, writing notes in the margins, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Did you complete the Website Evaluation Activity ?	<input type="checkbox"/>	<input type="checkbox"/>
Is your essay at least 3 full pages but not more than 4 pages ?	<input type="checkbox"/>	<input type="checkbox"/>
Did you use information from a BC library book in your essay?	<input type="checkbox"/>	<input type="checkbox"/>
Did you use information from a periodical article found using a BC library database in your essay?	<input type="checkbox"/>	<input type="checkbox"/>
Did you use information from 2 academic websites in your essay?	<input type="checkbox"/>	<input type="checkbox"/>
Did you include an introduction to the issue in your essay?	<input type="checkbox"/>	<input type="checkbox"/>
Did you include historical background on the issue in your essay?	<input type="checkbox"/>	<input type="checkbox"/>
Did you include multiple points of view on the issue in your essay?	<input type="checkbox"/>	<input type="checkbox"/>
Did you include a conclusion/reflection in your essay?	<input type="checkbox"/>	<input type="checkbox"/>
Did you include in-text citations consistent with MLA formatting guidelines <u>each time</u> you quoted, paraphrased, or summarized information that came from any outside source?	<input type="checkbox"/>	<input type="checkbox"/>
Did you include a works cited page consistent with MLA formatting guidelines ?	<input type="checkbox"/>	<input type="checkbox"/>
Did you submit your essay and works cited page to turnitin.com ? (Projects that are not submitted to turnitin.com will not be graded.)	<input type="checkbox"/>	<input type="checkbox"/>

(Worth 5 points.)

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Name: _____ Due Date _____

Contemporary Issue Project—Scoring Sheet

Projects will not be accepted without issue approval! If you decide to change your issue, you must have your new issue approved. Start by reading pg. _____ HP for some tips. Then write a narrow and focused issue phrased as a **yes/no question**. *Your instructor may not approve your first attempt at writing an issue, so you may want to discuss it with her before writing it on this scoring sheet.*

Issue: _____

Instructor Signature: _____ Date: _____

	Points Possible	Points Earned
Essay and Works Cited Page (See rubric on reverse side of this handout.)	100	_____
Annotated Sources (5 points each—Must include a variety of annotating strategies. Include all additional sources as well.)		
<input type="checkbox"/> Chapter from a BC library book	20	_____
<input type="checkbox"/> Periodical article from a BC library database		
<input type="checkbox"/> 1 st academic website		
<input type="checkbox"/> 2 nd academic website		
Website Evaluation Activity	10	_____
Self-Scoring Checklist	5	_____
Organization		
• Report folder	5	_____
• Tabs		
• This scoring sheet left loose		
Extra Credit: PowerPoint or Prezi presentation	+10	_____
Extra Credit: Meet with a consultant in the Writing Center	+ 10	_____
Late Penalty (-14 points per class period)	-14 *	_____
Total	140	_____

A = 126-140 B = 112-125 C = 98-111 D = 84-97 F = 0-83

Essay Grading Rubric

		A	B	C	D	F
Organization and Support	Focus on the issue is maintained throughout the essay.					
	All aspects of assignment are addressed effectively: intro., historical background, points of view, conclusion.					
	Contains focused paragraphs with effective topic sentences/main ideas and logical progression of ideas.					
	Transitions between ideas and paragraphs are smooth.					
	All claims are supported with “evidence” from outside sources.					
	Direct quotes are used sparingly and effectively integrated into student’s writing.					
MLA Format	Essay is formatted according to MLA guidelines (header, heading, title, spacing)					
	Correct in-text citations are provided each time information from an outside source is included. No plagiarism present.					
	All sources used in the essay are listed on the works cited page.					
	All sources listed on the works cited page are cited in the essay.					
	Works cited page is formatted according to MLA guidelines (title, header, spacing, hanging indent, alphabetical order)					
	Citations on the works cited page follow correct MLA formatting guidelines.					
Selection of Research Materials	At least 4 sources used: BC library book chapter, periodical article from database, 2 academic websites.					
	Sources are well-suited for the assignment and used effectively.					
Grammar, Mechanics, and Style	Correct grammar, punctuation, and spelling are used.					
	Advanced, academic vocabulary is used.					
	Third person point of view is primarily used.					

Comments:

Name: _____ Day & Time: _____ Due Date: _____

ACDV B61 Practice Final Exam

VOCABULARY SKILLS

1. The words surrounding an unfamiliar word are called _____.
 - a. a glossary
 - b. a thesaurus
 - c. context clues
 - d. synonyms
2. Words with opposite meanings are called _____.
 - a. synonyms
 - b. antonyms
 - c. context clues
 - d. etymology

For the following question(s), choose the best definition of the underlined words based upon the context clues.

3. The Red Cross, the Salvation Army, and UNICEF are all altruistic organizations that work to help people in need.
 - a. untrustworthy
 - b. charitable
 - c. expensive
 - d. national
4. Sonya is adamant about her son's 9:00 bedtime and refuses to listen to his pleas to stay up later.
 - a. flexible
 - b. angry
 - c. unreasonable
 - d. firm
5. Even some experienced jewelers have difficulty discerning the difference between genuine, precious stones and ones that are synthetically produced.
 - a. distinguishing
 - b. charging
 - c. copying
 - d. hearing

MAIN IDEAS AND SUPPORTING DETAILS

6. Which statement is **not** true about a **main idea**?
 - a. It is usually the most specific point of a paragraph.
 - b. It is a general statement supported by other sentences in the paragraph.
 - c. Sometimes it is implied rather than stated.
 - d. It indicates the topic of the paragraph.

7. In a longer passage, where is the **controlling or central idea** found?
- in a heading
 - in a summary
 - in the thesis statement
 - in a supporting detail
8. The key points an author makes about a topic can be found in the _____.
- the main idea
 - major details
 - minor details
 - transitions

Read and annotate the passages below, and then answer the questions that follow.

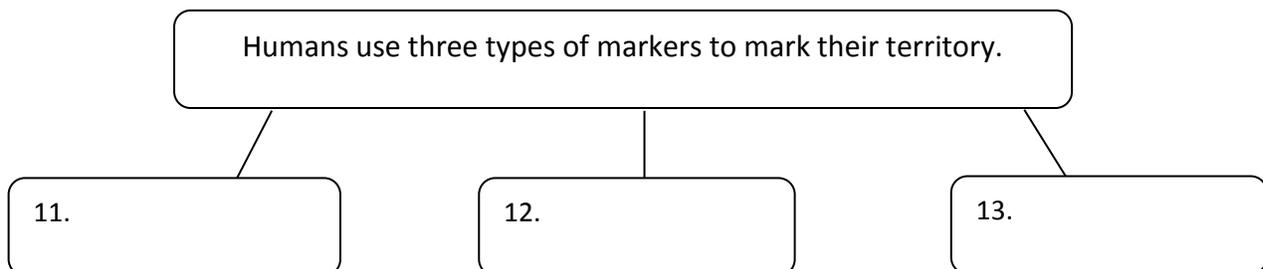
“Territoriality”

¹One aspect of communication having to do with space is **territoriality**, a term that comes to us from ethology (the study of animals in their natural habitat). ²Territoriality refers to an ownership-like reaction toward a particular space or object. ³Many animals mark their territory. ⁴Humans do too. ⁵We make use of three types of markers: central, boundary, and ear markers. ⁶Central markers signify that the territory is reserved. ⁷When you place a drink on a bar, books on your desk, or a sweater over your chair, you let others know that this territory belongs to you. ⁸Boundary makers distinguish your territory from that belonging to others. ⁹The divider in the supermarket checkout line, the armrests separating your theater seats from those on either side, the fence around your house, and the door to your apartment are examples. ¹⁰Ear markers identify your possessions. ¹¹Trademarks, nameplates, and initials on a shirt or attaché case specify that this particular object belongs to you.

-Adapted from DeVito, *Essentials of Human Communications*, 4th ed., p. 135

9. What is the main pattern of organization?
- cause and effect
 - compare and contrast
 - time order
 - classification
10. What list words are used in the main idea sentence? _____

Complete the concept map below by filling in the missing major details.



“The Human Journey”

¹The human journey began long before the records of history. ²Several million years may have passed as the human race evolved from a rudimentary rural society to city life, civilization, and history. ³Humans grew culturally as they adapted to a changing environment. ⁴The first stage of human culture was the Paleolithic period or Old Stone

Age.⁵The Old Stone Age reaches back beyond 1 million years B.C.E. when humans were hunters and gatherers.⁶However, in the Paleolithic period, humans discovered fire, clothing, basic techniques for hunting and gather food, and simple social organization.⁷Toward the end of the period, our ancestors may have begun to think in artistic and religious terms.⁸The second stage of human culture was the Neolithic period or New Stone Age.⁹Between around 8000 and 3000 B.C.E., people began to settle down and to raise crops rather than to hunt animals and gather food.¹⁰This was the agricultural phase.¹¹Stone tools improved dramatically, and humans learned how to live together in small villages.

-Adapted from Sporre, *The Creative Impulse: An Introduction to the Arts*, 6th ed., pp. 35-36.

14. What is the implied main idea of this passage?
 - a. Humankind began its journey long before records were kept.
 - b. Humans grow and change in response to their environment.
 - c. An early stage of human culture is the Paleolithic age.
 - d. Two early stages of human culture are the Paleolithic and Neolithic Stone Ages.

15. What is the main pattern of organization?
 - a. listing/enumeration
 - b. time order
 - c. classification
 - d. definition

16. What is the relationship of ideas between sentences 5 and 6?
 - a. listing/enumeration
 - b. contrast
 - c. cause and effect
 - d. time order

Complete the outline below.

- I. (17.) _____
 - A. Hunters and gatherers
 - B. Discovered fire, clothing, simple social organizations
 - C. (18.) _____

- II. Neolithic Period (New Stone Age)
 - A. Raised Crops
 - B. (19.) _____
 - C. Small villages

STUDY SKILLS

20. What does SQ3R stand for? _____

21. Which of the following steps is **not** completed with surveying a textbook chapter as part of SQ3R?
 - a. looking at the headings and subheadings
 - b. looking at illustrations
 - c. reading the definitions of key terms
 - d. highlighting main ideas

22. Which of the following would **not** be completed when annotating a text?
- underlining or highlighting key points/ideas
 - making an outline
 - writing questions or comments in the margins
 - labeling key points/ideas
23. Which of the following is **not** true about Cornell Notes?
- The paper should be divided into two columns.
 - Open-ended question or key terms should go in the column on the left.
 - Summary or quotes go in one column and reactions to the text go in the other column.
 - It can be used to study for exams.
24. Which of the following would be the best choice of an open-ended question for the heading "The Internet as a Commercial Medium"?
- Is the internet used for commerce?
 - Can the internet be used as a commercial medium?
 - How is the internet used in commerce?
 - Is web advertising an effective way to sell a product?

LIBRARY SKILLS

25. In what order would these call numbers appear on the shelf? Number 1-4.
- _____ TR 28.B61 1983
 _____ TR 280.B61 1992
 _____ T 29.B61 1983
 _____ T 29.B610 1975
26. What type of search would you do, using the library catalog, if you needed to find a book suitable for a research paper on the Great Depression?
- Author begins with
 - Title begins with
 - Subject begins with
 - Call number
27. Which of the following citations is correct for a print (non-electronic) book?
- Kevin Hillstrom. "The Great Depression and the New Deal." Detroit: Omnigraphics, 2009. Book.
 - Hillstrom, Kevin. *The Great Depression and the New Deal*. Detroit: Omnigraphics, 2009. Print.
 - The Great Depression and the New Deal*. Hillstrom, Kevin. Detroit, Omnigraphics, 2009, Print.
 - "The Great Depression and the New Deal." Detroit--Omnigraphics, 2009. Kevin Hillstrom. Book.
28. Which of the following citations is correct for a periodical article?
- "Did Bank Distress Stifle Innovation during the Great Depression?" *Journal of Financial Economics*. Ramana Nanda and Tom Nicholas. Apr. 2014: Page 273. *Academic OneFile*. Web. 1 Dec. 2014.
 - Journal of Financial Economics*: Apr. 2014: 273. "Did Bank Distress Stifle Innovation during the Great Depression?" Nanda, Ramana, and Tom Nicholas. *Academic OneFile*. Web. December 1, 2014.
 - Nanda, Ramana, and Tom Nicholas. "Did Bank Distress Stifle Innovation during the Great Depression?" *Journal of Financial Economics*. Apr. 2014. Page 273. *Academic OneFile*. Database. 1 Dec. 2014.
 - Nanda, Ramana, and Tom Nicholas. "Did Bank Distress Stifle Innovation during the Great Depression?" *Journal of Financial Economics* Apr. 2014: 273. *Academic OneFile*. Web. 1 Dec. 2014.

29. Which of the following is **not** true regarding citations?
- Abbreviations like “inc.” or “co.” can be left out.
 - When more than one year is present, the earliest one should be used.
 - They should be listed in alphabetical order on the works cited page.
 - The state of publication is only included if the city is not well known.
30. Which of the following parenthetical citations is **not** done correctly?
- Emerson writes, “Trust thyself: every heart vibrates to that iron string.” (148)
 - Emerson writes, “Trust thyself: every heart vibrates to that iron string” (148).
 - “Trust thyself: every heart vibrates to that iron string” (Emerson 148).
 - Emerson urges us to trust ourselves, saying “every heart vibrates to that iron string” (148).
31. Generally, which sites are the least credible?
- those ending in .edu
 - those ending in .com
 - those ending in .org
 - those ending in .gov

LITERARY ELEMENTS

32. What is the climax of “The Tell Tale Heart”?
- The protagonist plots to kill the old man.
 - The protagonist kills the old man, chops up the body, and hides it under the floor boards.
 - The protagonist hears the old man’s heart beating and starts to panic.
 - The protagonist confesses his crime to the police.
33. Classify the following question: Should the protagonist be given a lesser prison sentence since he confessed his crime?
- Literal
 - Inferential
 - Critical-thinking
34. Classify the following question: What kind of relationship did the protagonist have with the old man?
- Literal
 - Inferential
 - Critical-thinking

ANALYZING AN AUTHOR’S MESSAGE

35. What is a word’s connotation?
- its dictionary definition
 - its origin
 - its emotional value
 - a word with a similar meaning
36. Is the statement below fact or opinion? _____

Breakfast is the most important meal of the day.

37. What would be the purpose of a passage with the central idea stated below?

The death penalty is deeply flawed and should be abolished.

- a. inform
- b. persuade
- c. entertain

38. What would be the purpose of a passage with the central idea stated below?

Pain is a normal part of a physical process that lets us know something is wrong.

- a. inform
- b. persuade
- c. entertain

What is the tone of the statements below?

39. *This place may be shabby, but since both of my children were born while we lived here, it has a special place in my heart.*

- a. disappointed
- b. sentimental
- c. bitter
- d. informative

40. *If only there were some decent jobs out there, I wouldn't be reduced to living in this miserable dump.*

- a. disappointed
- b. sentimental
- c. bitter
- d. informative